DOCUMENT RESUME

ED 203 990 PS 012 158

TITLE Teaching Guide for the Traffic Signal Light Program: Kindergarten Level.
INSTITUTION Maryland State Dept. of Education, Baltimore.
SPONS AGENCY Maryland State Dept. of Transportation, Baltimore.; National Highway Traffic Safety Administration (DOT), Washington, D. C.
PUB DATE [73]
NOTE 188p.; Pages 32 through 35 and 73 through 74 of the original document are copyrighted and therefore not available. They are not included in the pagination. For other documents in this series, see PS 012 151-157.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Concept Teaching; Curriculum; *Instructional Materials; Interdisciplinary Approach; *Kindergarten Children; *Learning Activities; Perceptual Development; Primary Education; *Safety Education; Signs; *Skill Development; Teaching Guides; Traffic Control; *Traffic Safety

ABSTRACT

This teachers' guide provides materials and suggestions for approximately 125 lessons that are designed to increase kindergarten children's traffic safety skills and knowledge. Most of the guide focuses on (1) lessons about physical structures in the pedestrian environment such as sidewalks, curbs, crosswalks, and intersections, and (2) signal light utilization lessons leading to proper procedures for using the signal light when crossing the street and using the walk/don't walk signal. Materials for supplementary and culminating activities also are provided. Throughout the lesson material, safety concepts and skills are taught through art, fingerplay, language, literature, math, music, pegboard, physical education, poetry, reading development and science activities. Block construction activities and dramatization activities are included and films are listed. While the lessons are arranged sequentially, they also can be used selectively. The guide also provides a cross reference enabling the teacher to select activities in terms of safety area, integrated subjects, type of activity and/or type of skill taught. Approximately 25 masters that can be reproduced for classroom use are included in the guide. Some of the materials in this teachers' guide are designed to be used in conjunction with a portable, working traffic signal and a walk/don't walk light. (Author/RH)

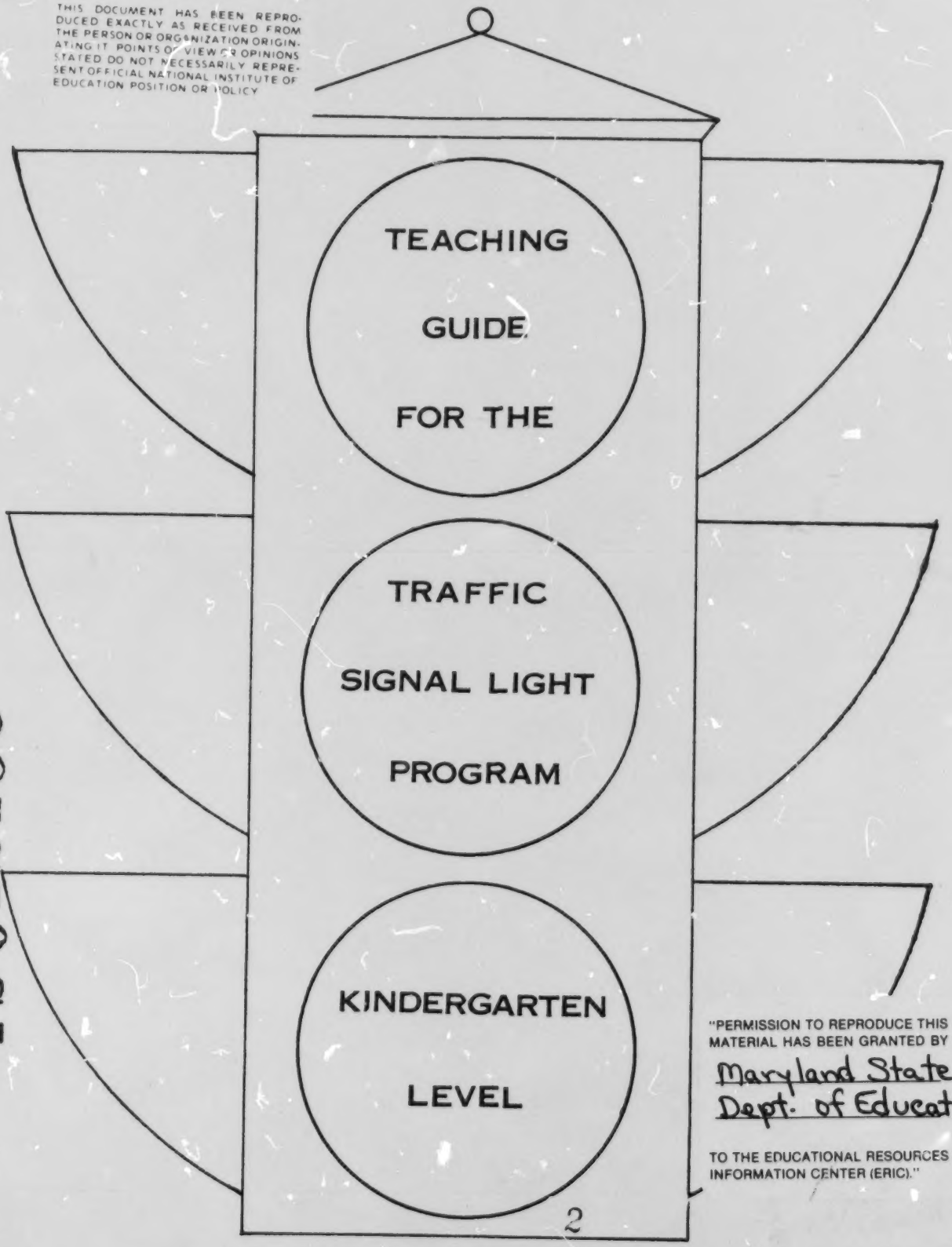
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED203990

PS012158



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Maryland State Dept. of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

MARYLAND STATE DEPARTMENT OF EDUCATION, SAFETY EDUCATION AND TRANSPORTATION

ACKNOWLEDGEMENTS

Produced by the Maryland State Department of Education

Safety Education and Transportation Section

Morris W. Rannels, Coordinator

Pedestrian Project Coordinator
Donald LaFond

Safety Specialists
James Gray, Jr.
Hellen Tullis

Curriculum Specialists
Anice Faulkner
Julienne Herrmann
Barbara Marder

Audio-Visual Specialist
Rob Hendry

Lay-Out and Technical Assistance
Gail Scriba
Sandy Swick

A special thanks to the teachers of the State of Maryland who helped establish the needs and direction of this project.

Prepared by the Maryland State Department of Education in cooperation with the U.S. Department of Transportation, National Highway Traffic Safety Administration, under Project P.S. 72-1. The opinions, findings, and conclusions expressed in this publication are those of the authors and not necessarily those of the State of Maryland or of the National Highway Traffic Safety Administration.

SIGNAL LIGHT PROGRAM

PROLOGUE

The Maryland State Department of Education, Safety Education and Transportation Section, is initiating a safety instructional program aimed at training kindergarten through third grade students to be able to properly use the traffic signal light. The program has been developed for teachers as an instructional plan for implementing safety education in existing curriculum areas.

Damaged traffic signal heads are being collected and reconditioned to be working portable teaching aids. Each signal light unit is composed of two signal heads mounted at right angles on a large portable base. It has been designed in such a way that a teacher may actuate the lights manually in their proper sequence. The signal light units are designed to allow the following: (1) ample time for step-by-step instruction, and (2) for the students to be made aware of the construction of the light.

A Walk-Don't Walk light unit was designed to be used in conjunction with the signal light. This unit is designed to simulate the Walk-Don't Walk signals at intersections. It, likewise, is manually actuated in the proper sequence. Both of these pieces of apparatus are free of electrical current until the teacher attaches the switch box to the unit. Both units are intended to be operated only by the instructor.

This unique teaching aid has been made possible largely due to the cooperation and efforts of Mr. William T. Melzer, Deputy Traffic Engineer of the Baltimore County Department of Traffic Engineering.

Construction of future traffic light units will be accomplished by the Eastern Vocational-Technical High School, 1100 Mace Avenue, Baltimore, Maryland 21221, as special student learning projects.

The program at present is being geared to the preschool through third-grade child. A more sophisticated learning program is being planned for the older elementary school students.

This traffic signal program is the first of several Safety Instructional System programs being developed for the State of Maryland.

HISTORY OF TRAFFIC CONTROLS

The sign and symbol method of directing traffic is not new. Traffic signs, for instance, have been used since 3,000 B. C. Stones that had been inscribed helped to mark the trace routes across Persia, Arabia and Afghanistan. The Phoenicians also used basalt obelisks for the same purpose. The Romans used stone arrows inset in the road to help guide their chariots over the 50,000-mile network of paved roads that linked the empire. Stone arrows inset in the road guided the charioteer to his destination. Other signs warned him of driving restrictions and detours.

In this country, the first form of actual traffic control involved the use of patrolmen.

There is no clear record of who first invented or used traffic signal lights in the United States. It is generally agreed that the first automatic signal light first appeared in Detroit in the 1920's.[1]

In 1927, two men patented a traffic actuated control device designed to adjust to the amount of traffic. The first signal light actuated by a pressure detector in the pavement in the road was invented by Harry Haugh and installed in New Haven, Connecticut in 1920.

The Baltimore Sun Papers (January 22, 1956) reports that in 1928, Charles Adler put up a device in Baltimore which used a microphone to actuate the signal and change the light. A driver of a car at a red light would blow his horn to change the light to green.

Through the years, the traffic signal has become a vital and integral part of traffic regulations in our transportation system. Today its significance is not questioned; hence, the knowledge and skill required for its use may be of vital importance, not only in the smooth and efficient flow of traffic, but to the safety of the users of the highway transporation system.

1 Some references have credited the invention of the signal light to Garrett A. Morgan (1875-1963). One reference which gives Mr. Morgan credit is Great Negroes Past and Present, Afro-Am Publishing Co., Chicago, Illinois.

TO THE TEACHER

Education for traffic safety should have its foundation in the elementary schools. Children of elementary school age are not driving motor vehicles, but they are pedestrians, passengers and operators of bicycles. There is some indication that potential accident-prone drivers can be identified among elementary school children, and it is felt that remedial efforts should be planned to modify the characteristics that may cause these children to be accident prone. Apart from this point, all elementary school youth will profit by well-conceived instruction that helps them to acquire the concepts, skills and values needed as a sound basis for a lifetime of safe and efficient use of the highway transportation system.

Reading a signal light correctly is one of the most basic and important safety concepts. Still many children and adults have dangerous misconceptions about the meaning of the red, yellow, and green lights.

"Another important concept your class should grasp is obeying traffic signals. That may not be as simple as it first sounds. Out of a class of 23 second and third-graders in Troy, Alabama, 20 read a traffic signal in a make-believe intersection incorrectly. The children had the idea that the signal to watch for is the red light on the side of the signal instead of the green light facing them. How many times have you caught yourself doing the same thing when you were anxious to cross the street? In large cities, at busy intersections or anywhere where the lights are often staggered to permit a freer flow of traffic, this misconception could easily lead to a tragedy." [1]

You have heard the expression "green with envy" or "seeing red when things don't go your way!" You must consider then that certain colors, like red and green can stimulate you to act in a certain way.

Most of your reactions are basic to human nature; some must be conditioned or learned. If you go back to basic psychology, you will remember that for every action there is a reaction, which in itself is an action that will prompt yet another action.

To make it a little easier, imagine you are walking down the street. When you come to an intersection, you glance up at the traffic signal. You see that it is red so you stop and wait as traffic crosses in front of you until the light turns green. When it does, and you've checked to see that traffic has stopped, you cross and walk on.

1
School Safety Magazine - January/February, 1969, pp. 25.

What seems like an elementary situation actually took a great deal of learning on your part to make it easy. The few seconds it took depends on a series of actions and reactions that have been conditioned.

Your first reaction was a response to seeing the intersection; you looked at the traffic light. The red light, the stimulus, acted on your thought processes and you reacted by stopping. The action of the light turning green stimulated your reaction to check to see if traffic had stopped. Then you gave yourself the "go" signal.

To complete the crossing safely, you had to learn the correct responses to the traffic light. In conditioned learning, the subject is not rewarded until he completes the correct response to a given stimulus. But for children learning to obey traffic signs and signals, there may be no chance to repeat the process; an incorrect response the first time could be fatal. That's why it is so vitally important that you teach your students the correct responses to the traffic scene.

And color is one of your greatest tools. Traffic signs and signals are color coded for universal recognition. Each color implies a message that can be reacted upon immediately. Your students can react only if they have been taught the correct responses to the stimulus of each color--i.e., its meaning. Red means stop; green means go. Their meanings are exclusive. Yellow (amber) is something else. Position of each light is also a key to recognition of color and meaning especially for color blind children.

Yellow is the caution color between green and red on automatic signals and indicates the light is about to turn red. But depending on where else it is used, it can also denote warning, proceed with caution, or slow down for hazardous conditions.

Reaction to the color of safety must be a conditioned response. But the natural reward, a life safe from motor vehicle or pedestrain accidents may seem a long way off for a child. A youngster must have immediate, gratifying reward. That's where you come in. Classroom simulation of intersections, streets and crosswalks, and their accompanying signs and signals, provides the perfect teaching setting. It affords students a margin of error in learning what will one day be automatic.

It involves a lot more too. To react to the color of safety one must be able to symbolize, using abstractions for words (red-stop). When your students are learning that letters and words symbolize speech and thought, and that numbers are symbols, this program can be an invaluable teaching aid. Reacting in this case is following directions and is based on perception and recognition. It is seeing and doing personal individual learning tasks.

There are times in everyone's life when he will perform as a pedestrian. The success of this performance will depend on his knowledge, skill and attitudes as shown by his behavior in our ever-changing and complex traffic-oriented society.

The National Transportation Safety Board, an investigative panel that makes recommendations for improving Department of Transporation Safety Program performance, says that although "the design of the venicle to minimize occupant injuries has been a major approach in recent years..... no similar action has been taken in pedestrian safety." It adds that "no effort has been made to invent devices for pedestrian protection that would parallel seat belts or dash panel cushions for occupant protection." [1]

Of those pedestrians most frequently counted in accident statistics, we find the five to fourteen-year-old age group and the senior citizen. The elementary school-age pedestrian (5-14) constitutes only 20.4 percent of the total United States population, but he accounts for almost 40 percent of all pedestrian accidents. "Many of those involved in pedestrian safety feel that the pedestrian must be given increased attention as a road user." [2] Therefore, there is no better place to reach the pedestrian problem than through the schools.

*As computed from statistics given in the National Safety Council Accident Facts , 1972 edition.

1 Status Report, Insurance Institute for Highway Safety - The Status of Pedestrian Safety Efforts of the Department of

2 Robert B. Sleight, Ph. D., President, Century Research Corporation, 4112 Lee Highway, Arlington, Virginia 22207, October 30, 1972.

HOW TO USE THE SAFETY INSTRUCTIONAL SYSTEM SIGNAL LIGHT PROGRAM

The objective of the signal light program is to provide an effective technique for its application in your present curriculum. The signal light program is so designed that it will be a viable instrument, easily utilized by the teacher. The activities contained herein may be used in a variety of ways:

1. As stated, in sequential, developmental order.

2. As an "a la carte" approach, choosing and selecting those activities which are specifically relevant to your students.

Although the activities are interrelated, they are independent and can be selected according to the needs of your class. The activities are of the same type which you are undoubtedly using currently, and you will find most areas of your curriculum included in the activities which have been designed for this program.

To assist you in locating the material, activities, and resource information, this instructional program has been cross-referenced in the following ways:

1. A table of contents based on a topical outline relating to the concepts of the program is located at the front of the book.

2. All of the activities included in the program are listed according to subject areas to which they are applicable. Page numbers where these activities are located are listed here.

3. All films suggested for use are listed and addresses for obtaining them are provided along with the page number of the lesson suggested to be used in connection with the film.

4. Should you desire additional activities for a particular lesson, you will find a group of supplementary activities with related lesson suggestions lested on page 87.

5. Culminating activities for the entire signal light program are given on page 109.

6. Finally, a cross-referenced bibliography is provided for you on page 124. You will find many of the articles mentioned helpful to you as general knowledge and background information in the area of general safety and the new approach of teaching it.

SIGNAL LIGHT EVALUATION FORM

These instructional materials have been prepared for the teacher's use. In order to adequately assess its effectiveness for the teacher and student, we need to obtain your evaluation for future implications and/or revisions. Please be frank and constructive in your statements as you fill out this evaluation form. Return the form to: Maryland State Department of Education, Safety Education and Transportation Section, ITI Building, McCormick Road and Schilling Circle, Cockeysville, Maryland 21030.

	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT
1. The materials presented were clear and concise to the teacher.			
2. The materials presented were suitable for grade level.			
3. Format is easily followed.			
4. Functional layout design.			
5. Activities commensurate with objectives.			
6. Activities are practical in application.			
7. Visuals were properly coordinated with lessons.			
8. Technical material appropriate to comprehension level.			
9. Cross-reference system employed was effective and helpful.			
10. Interdiscipline approach to activities was effective.			

11. Please list any activities you feel should be excluded. _____

_____

12. Are more activities needed? ___Yes ___No.

13. Do you feel the program accomplishes the overall objective as stated on page vii? ___Yes ___No. Qualified (Please explain.) _____

_____

14. This program would be best administered: ___A. A la carte throughout the year. ___B. In a short-term concentrated effort as a special unit. ___C. As an early fall, beginning school activity.

Please indicate your suggestions on the reverse side of this paper in any areas which you marked as needing improvement.

CONTENTS

TOPICAL OUTLINE

PAGE

PART I - Physical Structures in the Pedestrian Environment

Section A - Use of Sidewalks ---------- 1
Section B - Structure and Use of Streets ---------- 11
Section C - Proper Use of Streets ---------- 24
Section D - Structure and Purpose of Curbs ---------- 25
Section E - Crosswalks, Marked and Unmarked ---------- 27
Section F - Intersections, Controlled and Uncontrolled --- 38
Section G - Highways, Alleys, Driveways ---------- 46
Section H - Corners ---------- 48

PART II - Signal Light Utilization ---------- 50

Introduction of the Signal Light ---------- 55
Identification of Signal Light Colors ---------- 58
Attaching Meaning to the Signal Light Colors ---------- 59
Proper Procedures for Using the Signal Light in Crossing the Street, Using the Walk-Don't Walk Signal -------- 71
Categorizing Components of the Highway Transportation System ---------- 77
Activities for Use with Marked Intersection Floor Plan --- 85

PART III - Supplementary Activities ---------- 87

PART IV - Culminating Activities ---------- 109

PART V - Bulletin Boards ---------- 110

PART VI - Cross Reference

Subject Area Activities ---------- 115
Visuals and Media ---------- 123

PART VII - Bibliography ---------- 124

OBJECTIVE: The students will be able to orally identify the structural features of streets and intersections and will be able to apply these terms in given situations.

CONCEPT TO BE DEVELOPED: A sidewalk is a place for people to walk at the side of a street.

PHYSICAL ACTIVITY

Simulated Sidewalk Leads to Real Experience

Use masking tape to simulate a sidewalk in the classroom. Have the children walk, using safe procedures. After indoor practice, take the class to a sidewalk and follow the same safety procedures practiced inside the classroom.

a. Which side of a sidewalk do you walk on? (Maryland Motor Vehicle Law 11-505. Pedestrians shall move, whenever practicable, upon the right half of crosswalks.)

b. Where do you walk if there are no sidewalks? (Maryland Motor Vehicle Law 11-506. (a) Where sidewalks provided.--Where sidewalks are provided it shall be unlawful for any pedestrian to walk along and upon an adjacent roadway. (b) Where sidewalks not provided.—Where sidewalks are not provided, any pedestrian walking along and upon a highway shall walk only on the left shoulder, when practicable, or on the left side of the roadway as near as practicable to the edge of the roadway facing traffic which may approach from the opposite direction.)

c. Why is crossing at the corner important? (If the pedestrian crosses between intersections he must use "the greatest care" for his own protection.)

FINGERPLAY — Children can recite fingerplay when they reach an outside sidewalk on a class walk.

MR. SIDEWALK — MR. SIDEWALK IS THERE FOR ME
(Right hand out—palm down.)
TO HELP ME KNOW WHERE I SHOULD BE
(Place left hand on top of right and make it pretend to walk.)
BEHIND THE CURB I WILL STAY
(Stop fingers to the side of the hand.)
AND LOOK FOR TRAFFIC EITHER WAY.
(Twist the fingers as to make the motion of looking in both directions.)

ART — Activities for use after sidewalk experience.

Street Scenes

1. Have the children draw a picture of the houses on their street showing where the sidewalk is in relation to their homes and the street.

2. Have the children draw or cut, paste, and position all the things they might find along a sidewalk: i.e. flowers, lemonade stand, mailbox, pedestrians, children roller skating, dogs, etc.

Sidewalk Scene with Moving Pedestrian

Materials needed: 2-1/2" X 4" paper for drawing pedestrians
1-1/2" X 8" tagboard strips to paste pedestrians on
8" X 11" piece of tagboard or heavy construction paper
Crayons and paste for each child

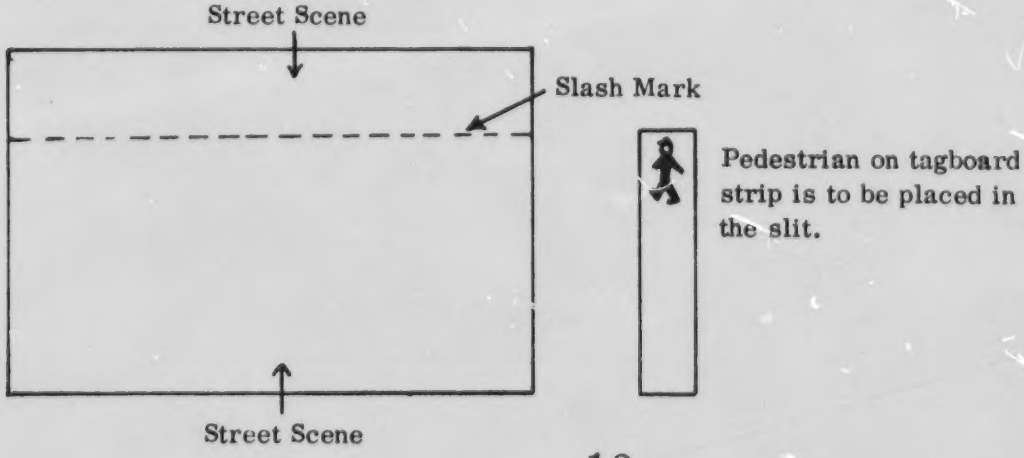
a. Have the children draw a picture of a sidewalk scene on 8" X 11" paper (their home, school, shopping center or any scene which has sidewalks).

b. After the drawing is completed, have the children select an area where they would see a pedestrian (crossing the street, walking on the sidewalk to their home or school).

c. Direct the children to draw a crayon line where they want their pedestrian to move. Then make a slash in the drawing where the child has drawn the line in such a way that the picture will remain whole.

d. Then instruct the children to make a picture of themselves or a friend on the 2-1/2" X 4" paper, cut out the picture, and paste it near the top of the strip of the tagboard.

e. The pedestrian may then be inserted into the slash in the picture and moved in the path the child has selected.



READING READINESS

Discrimination Games

1. "Let's Take a Walk"

   To play this game, ask the children to think of something they would see on a walk. Have each child give the class clues and have the rest of the class guess what he saw.

2. "Near or Far"

   Ask the children to identify outdoor sounds from the sidewalk. Ask them to keep their eyes closed and tell if they are near or far.

3. "What Would You Do If"

   a. You found (accept any reasonable answer). (Answers would include things one would find while walking on a sidewalk.)

   b. You lost _____. (Answers would include things one might lose while walking on a sidewalk.)

   c. You saw _____. (Answers would include things one might see while walking on a sidewalk.)

   d. You talked to _____. (Answers would include people one might talk to while walking on a sidewalk.)

   e. You stopped for _____. (Answers would include things one might stop for while walking on a sidewalk.)

   f. An experience chart can be made listing objects children WILL FIND or WILL NOT FIND on their walk.

WILL FIND	WILL NOT FIND

PHYSICAL ACTIVITY
Sidewalk Games

1. Hop Scotch (See DIRECTION A, pages 5-8.)

2. Sidewalk Perception Games — Stepping, Marching, Right and Left Orientation.

3. Giant Steps ("May I"; "Mother, May I") — To reinforce right and left directions. For example: Walk two steps straight ahead, turn left, walk three steps to the right, etc.

4. Sidewalk games using locomotor skills:

Start - Stop	Jump	Slide
Crawl	Hop	Leap
Walk	Gallop	Dodge
Run	Skip	

5. Games can be extended through emphasis on right and left and the use of directional movements below:

Forward	Down	On
Backward	Over	Around
Sideward	Under	Through
Up	In	

6. Jumping Rope Games:

   a. High Low — One girl or several girls jump as the rope is turned while the rhyme is being sung the first time. On the last word they crouch

      Charley over the water,
      Charley over the sea.
      Charley caught a blackbird,
      But he can't catch me.

   down and the rope is turned over their heads while the rhyme is sung a second time. On the last word the players rise and jump over the rope in the usual fashion while the rhyme is sung a third time. The game is repeated until a fault is made. The fun of this game is leaping up with the changing rhythm of the rope.

   b. Cross the Creek - Players run through without jumping or being touched by the rope—that is, jumpers must get over the creek without getting wet. Players go through separately, until only one is left who has not missed.

DIRECTION A

Excerpted from: Baltimore County Physical Education Guide

HOP SCOTCH

Definitions

1. A Hopping Pose is one taken when all the weight is on one foot and no progress is being made.
2. A Hop is the act of making progress from a starting pose with all weight on one foot to a finish pose with all weight again landing on that same foot.
3. A Jump is the act of making progress from a starting pose with weight on one or both feet. During the act, there is an instant when neither foot is touching the ground. From left foot to left foot is a Hop. From left foot to right foot or vice-versa is a jump and is not permissible.
4. A Step is the act of making progress from one foot to the other while at no time are both feet in the air at once. One or the other foot is constantly in touch with the ground.

RULES

Starting Position

Contestant shall stand in hopping pose on one foot beyond the baseline of court with puck in one hand. In tournaments which consist of two rounds of the eleven stunts, the first round must start from right foot, the second round from left foot.

Stunt No. 1

a. Toss or drop puck into square No. 1.
b. Hop into square No. 1.
c. Take any number of hops in square without touching any line with hopping foot or any other part of the body, before, during or after touching puck in square with hopping foot only.
d. Kick puck out of square over and beyond baseline.
e. Finally, hop out of square over and beyond baseline. Don't step out. If no error has been made, proceed to Stunt No. 2.

Stunt No. 2

a. From starting position, toss puck into square No. 2.
b. Hop into square No. 1 and then into square No. 2.
c. Take any number of hops while moving puck to a good position in square No. 2, and then kick it directly out beyond baseline.
d. Finally, retrace course outward by hopping into square No. 1, then hopping beyond baseline. If no error, proceed to Stunt No. 3.

Stunt No. 3

a. From starting position, toss puck into triangle No. 3.
b. From this position jump into squares landing with right foot in No. 1 and left foot in No. 2 at the same time.
c. Jump from both feet and land on either foot in triangle No. 3.
d. When ready, after pushing or sliding puck with hopping foot, kick puck toward or beyond baseline. If it stops in a square of a smaller number without resting on a line, it must be retrieved as follows:
e. Return by jumping into squares 1 and 2 with right foot in No. 2 and left foot in No. 1 at the same time. If puck has reached No. 1 square, raise right foot and, while hopping kick puck out with left foot. If puck reached No. 2 square, raise left foot and kick puck over baseline while hopping on right foot. Then hop directly beyond baseline. If no error, proceed to Stunt No. 4.

Stunt No. 4

a. From starting position, toss puck into triangle No. 4.
b. Advance as in Stunt 3 to triangle 3 and hop into triangle 4.
c. Retrieve puck as in Stunt 3.
d. Hop into 3 and return as in Stunt 3. If no error, proceed to Stunt No. 5.

Stunt No. 5

a. From starting position, toss puck into triangle No. 5.
b. Advance as in Stunt 4 and hop into triangle No. 5.
c. Retrieve puck and return as before. If no error proceed to Stunt No. 6.

Stunt No. 6

a. From starting position, toss puck into triangle No. 6.
b. Advance as in Stunt 3 to No. 3.
c. Jump to alight with right foot in triangle 4 and left foot in 5 at same time and jump from both feet to land on one foot in triangle 6.
d. Retrieve puck as before.
e. Return by jumping to alight with right foot in 5 and left foot in 4 at the same time, jump into 3 with one foot only, jump into 2 and 1 with right foot in 2 and left foot in 1 at the same time and jump out beyond baseline to land on one foot. If puck was kicked only to No. 4, raise right foot and kick puck further out with left foot while hopping. If in No. 5, retrieve it while hopping on right foot. If no error, proceed to Stunt No. 7.

Stunt No. 7

a. From starting position, toss puck into rectangle No. 7.
b. Advance as in Stunt No. 6 and jump to land on both feet at same time in rectangle 7.
c. Walk about in 7, moving puck with foot or feet along until in position to retrieve it by kicking it out over baseline or into a space of smaller number.
d. Take hopping pose before kicking puck and return by hopping into triangle 6, and continue out as before. If no error, proceed to Stunt No. 8.

Stunt No. 8

a. From starting position, toss puck into semicircle No. 8.

b. Advance as before to 7 and when ready to progress to space 8, raise either foot and hop out of rectangle into semicircle, landing on one foot.
c. Retrieve puck as before.
d. Return by jumping to land on both feet at the same time in rectangle 7 and when ready continue as in Stunt 7. If no error, proceed to Stunt No. 9.

Stunt No. 9

a. From starting position, toss puck into arc No. 9.
b. Advance as in Stunt No. 8 and hop into No. 9.
c. Retrieve while in hopping position by picking up the puck by hand from arc No. 9. Do not allow a finger to touch the ground.
d. Return by hopping into semicircle and continue as in Stunt No. 8, carrying puck in hand. If no error, proceed to Stunt No. 10.

Stunt No. 10

a. From starting position, toss puck into arc No. 10.
b. Advance as in Stunt No. 9 and hop into arc No. 10.
c. Pick up puck while in hopping pose.
d. Return by hopping into No. 9, then hop into semicircle 8 and return as before, stopping for a few seconds, rest on both feet in No. 7, if desired. If no error, proceed to Stunt No. 11.

Stunt No. 11

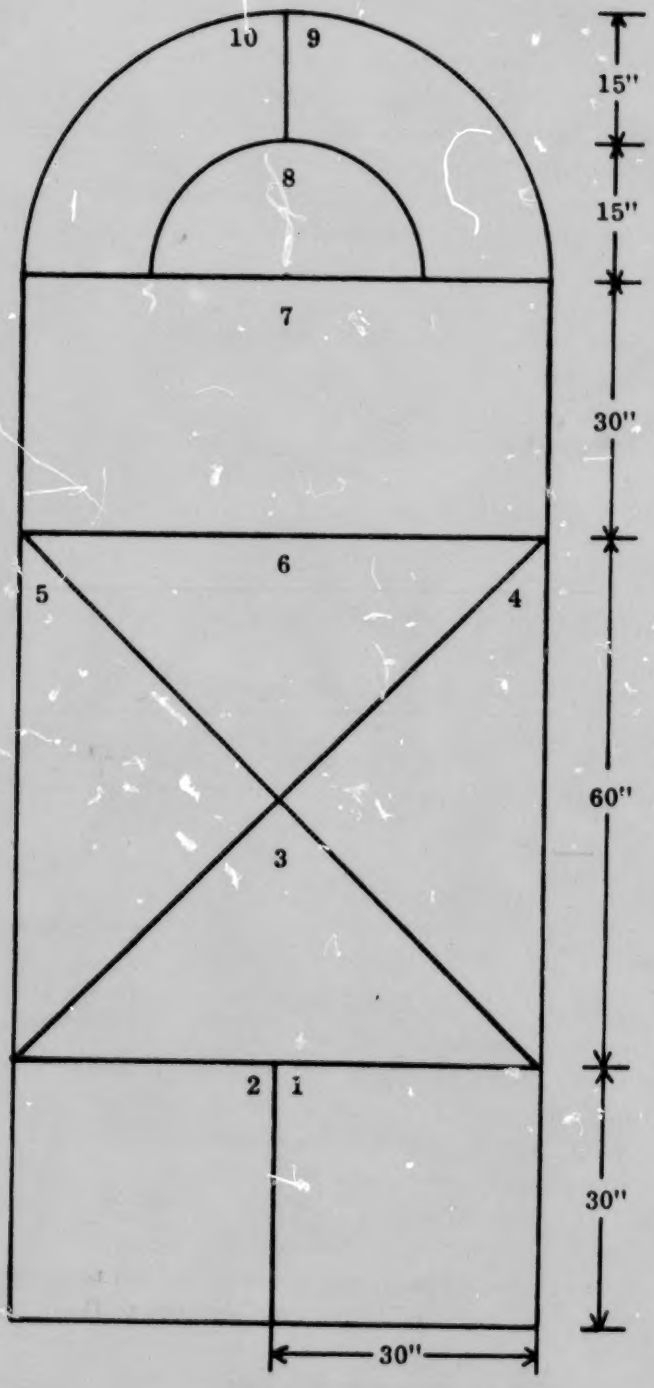
a. From starting position, without tossing or carrying puck, advance as in Stunt 8 to semicircle.
b. Jump to land on both feet at the same time with right foot in arc 9 and left foot in arc 10.
c. Jump about face and reverse position of feet (left foot in arc 9, right in arc 10.)
d. Return by jumping to land on one foot in semicircle and continue out according to Stunt No. 8.

FOULS, ERRORS, OR MISSES

The following are penalized by loss of turns:

1. Tossing puck while not in proper hopping position back of baseline. Leaning over baseline is allowable.
2. Puck, on throw, comes to rest so that a vertical line dropped from any edge of puck intersects one of the court lines. Puck is not entirely in designated space.
3. Puck, on kick, comes to rest so that a vertical line dropped through any part of it touches a court line.
4. Puck, on kick, passes out of court over a side line, not the baseline.
5. Touching any court line with footwear or coming to rest on a foot so that a vertical line dropped through the footwear would touch a line.
6. Touch a finger or any part of body except foot to floor when playing or picking up puck.
7. Taking a step when play requires a jump or hop.
8. Taking a jump when play requires a hop.
9. Any irregularity in progression as judged by the umpire.

REGULATION HOP SCOTCH
COURT



Each line should be 2 inches wide.

c. Rock the Baby — As the rope swings about four inches above the ground, the player jumps from side to side until she misses.

d. Salt, Mustard, Vinegar, Pepper — The children run in, and when all are in they say, "Salt, Mustard, Vinegar, Pepper." At the word "Pepper," the rope is gradually turned faster and faster.

e. Steps — The ropes are arranged in increasing heights.

f. All in Together — As the name implies, the children enter as quickly as they can and try to continue skipping until all are in. As soon as the last player enters, count is kept of the number of skips that are kept up. (Note: The easiest way to enter is from the side.)

g. Double Dutch — Two ropes are used. The turners have a rope in each hand; they hold their arms rather far apart and make the ropes touch the ground alternately. The ropes may be turned either inward or outward.

Jumping Rope Games for One:

a. Spread Eagle — Stand with the feet spread and jump with or without an intervening hop.

b. Single Jump — Jump rope with no intervening hop, keeping both feet together.

c. Double Jump — Jump rope every other time it passes, with both feet together. There is an intervening hop.

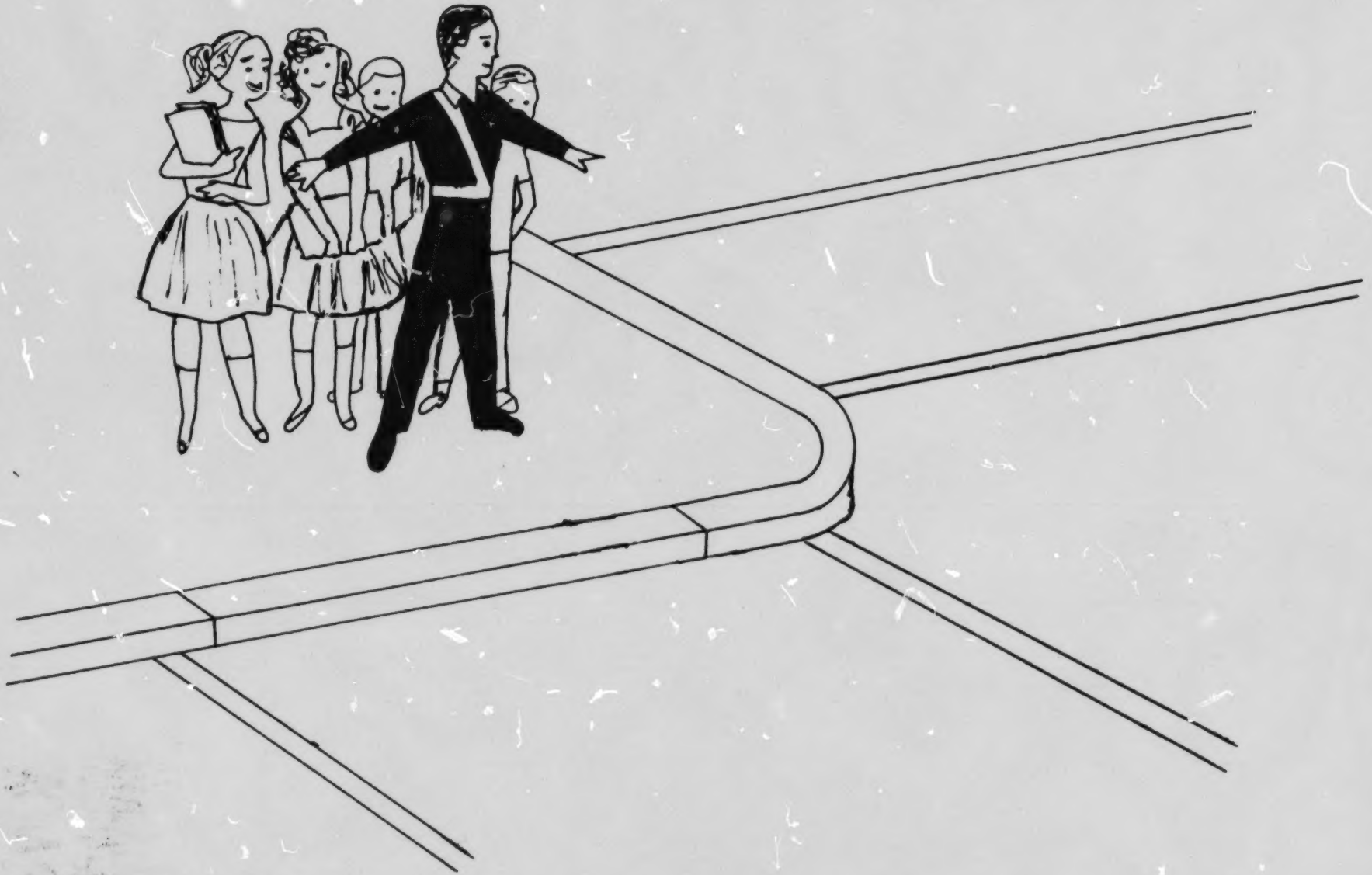
d. Cross-foot — Jump rope with the feet crossed, changing the position of the feet on each jump.

SIDEWALK ACTIVITY

Language Development and Discussion — Children must respond in a complete sentence.

Use a slide or enlarged picture of a sidewalk. Ask questions such as these to stimulate discussion. (See Picture B.)

a. What is it?
b. Why do we need them?
c. Where are they located?
d. Who uses a sidewalk?
e. What are they made of?



21

22

10

B

OBJECTIVE: Having experienced a series of activities, the student will be able to demonstrate his knowledge of the purpose of the street by orally stating five street vehicle uses.

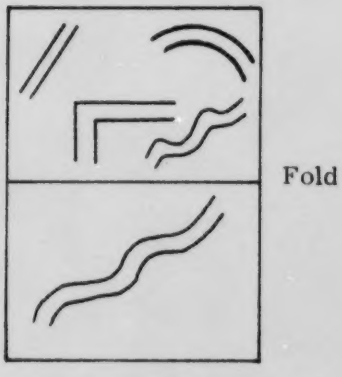
CONCEPT TO BE DEVELOPED: A street is an area designated for use by vehicles of various kinds and is not a play area unless blocked off and especially marked as such.

ART

Kinesthetic Drawing – Parallel Lines

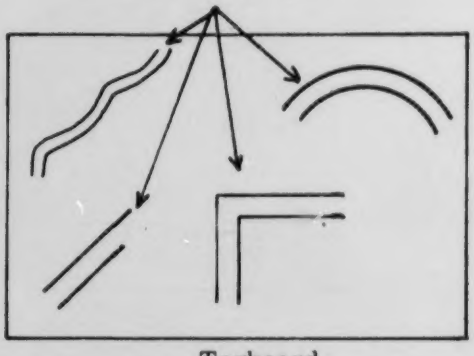
1. Introduce the lesson with the concept of lines – straight or curved. Show the child how to draw a horizontal line on the board. Then ask him to make a dot two or three inches (show him) under the "first," "left" end of his line. After he places his chalk on this dot, say "Now, without looking, draw another line like the first one." Have the child look away and draw a second line from the dot, parallel to the first, trying to make his new line just as long as the first. Then ask him to compare the length of his two lines. Encourage an arm swing from the shoulder rather than from the wrist. (See TEMPLATE PATTERNS C, D, E, F, G, H, I, and J.)

2. Individual Street Patterns
   Distribute folded paper. Have the children draw lines. Discuss what lines may be – straight or curved. Demonstrate on the top half of the paper by making several lines. Elicit from children that lines could be streets. Have children select a street, then draw it on the lower part of the paper, and cut it out. Then paste the children's streets on master sheet chart made of tagboard. Discuss the idea that streets make up our city.



Fold

Cut-out Streets



Tagboard

TEMPLATE PATTERN C

Vertical Parallel Lines (Street)

DIRECTIONS: Make template out of stiff cardboard or masonite.

To change direction of diagram, reverse (top to bottom) Template. For left-handed children, reverse from right to left using back of Template.

Use templates on blackboard or desk. Place one hand on left (or right depending upon dominance) side of template, thereby holding it to the writing surface. The other hand is used to trace the outline of each cut-out area with chalk.

Cut out

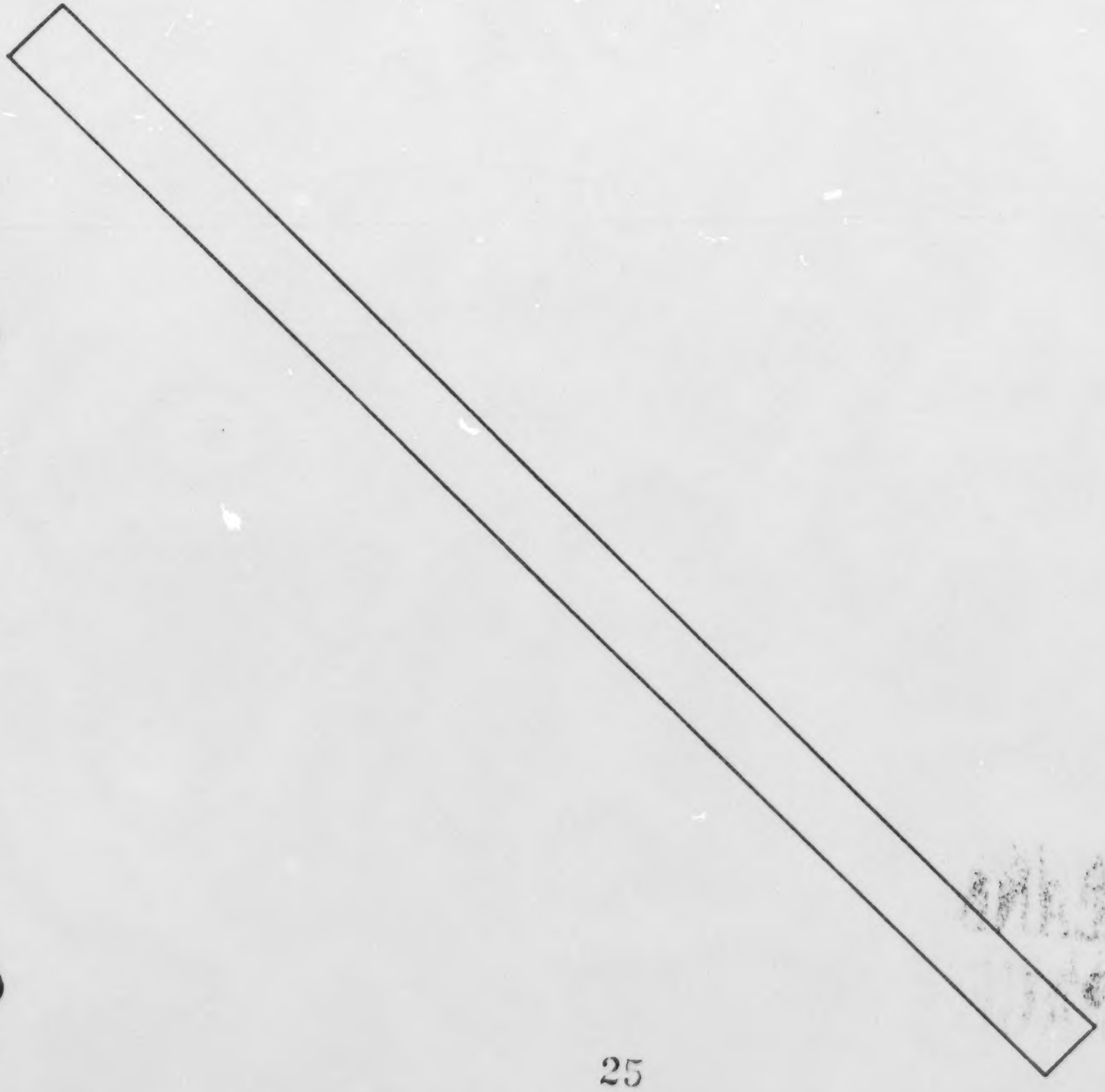
Cut out

TEMPLATE PATTERN D

Single Slant Line

DIRECTIONS: Make Template out of stiff cardboard or masonite.

To change direction of diagram, reverse (top to bottom) Template. For left-handed children, reverse from right to left using back of Template.

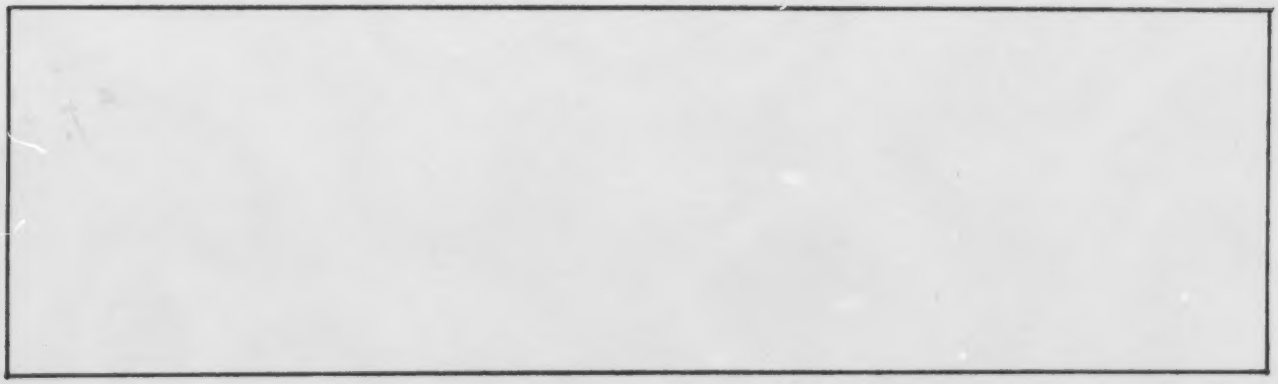


TEMPLATE PATTERN E

Vertical Block

DIRECTIONS: Make Template out of stiff cardboard or masonite.

To change direction of diagram, reverse (top to bottom) Template. For left-handed children, reverse from right to left using back of Template.

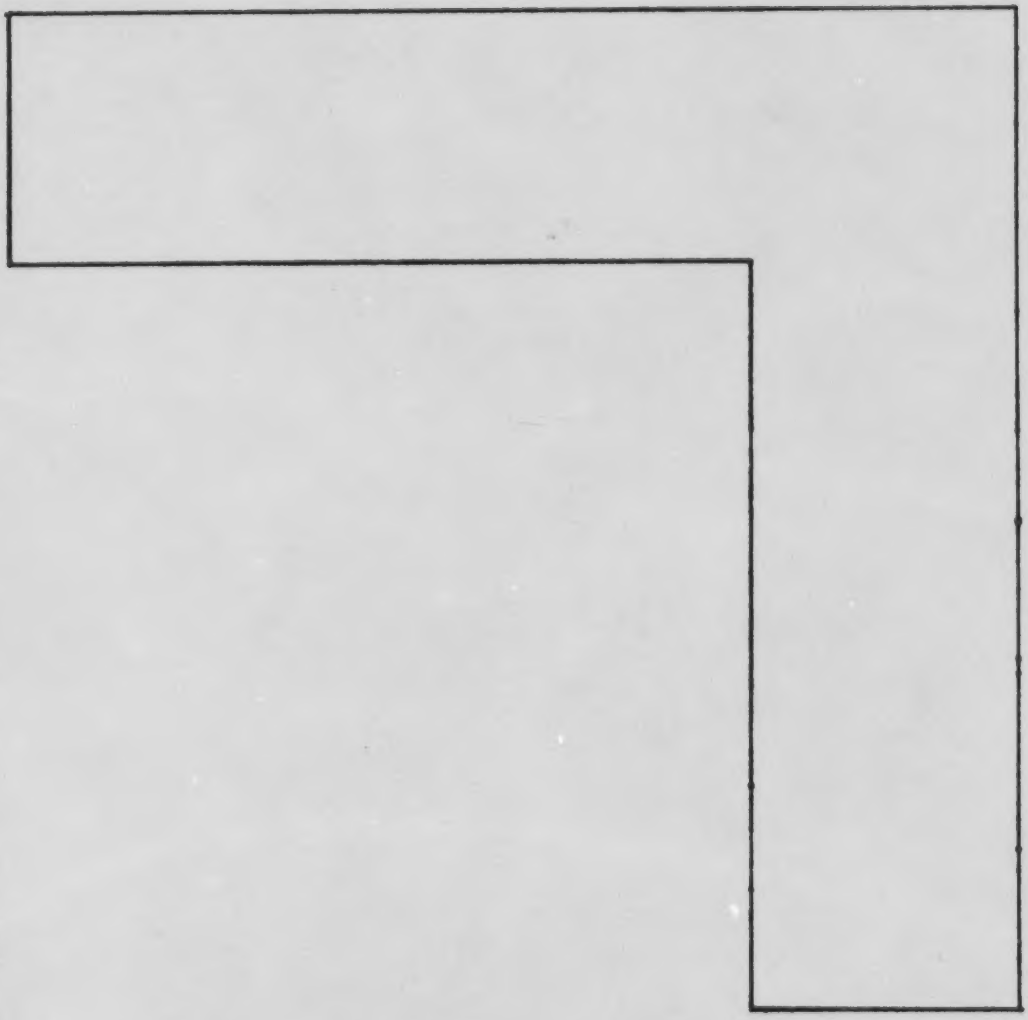


TEMPLATE PATTERN F

90^{o} Angle Block

DIRECTIONS: Make Template out of stiff cardboard or masonite.

To change direction of diagram, reverse (top to bottom) Template. For left-handed children, reverse from right to left using back of Template.

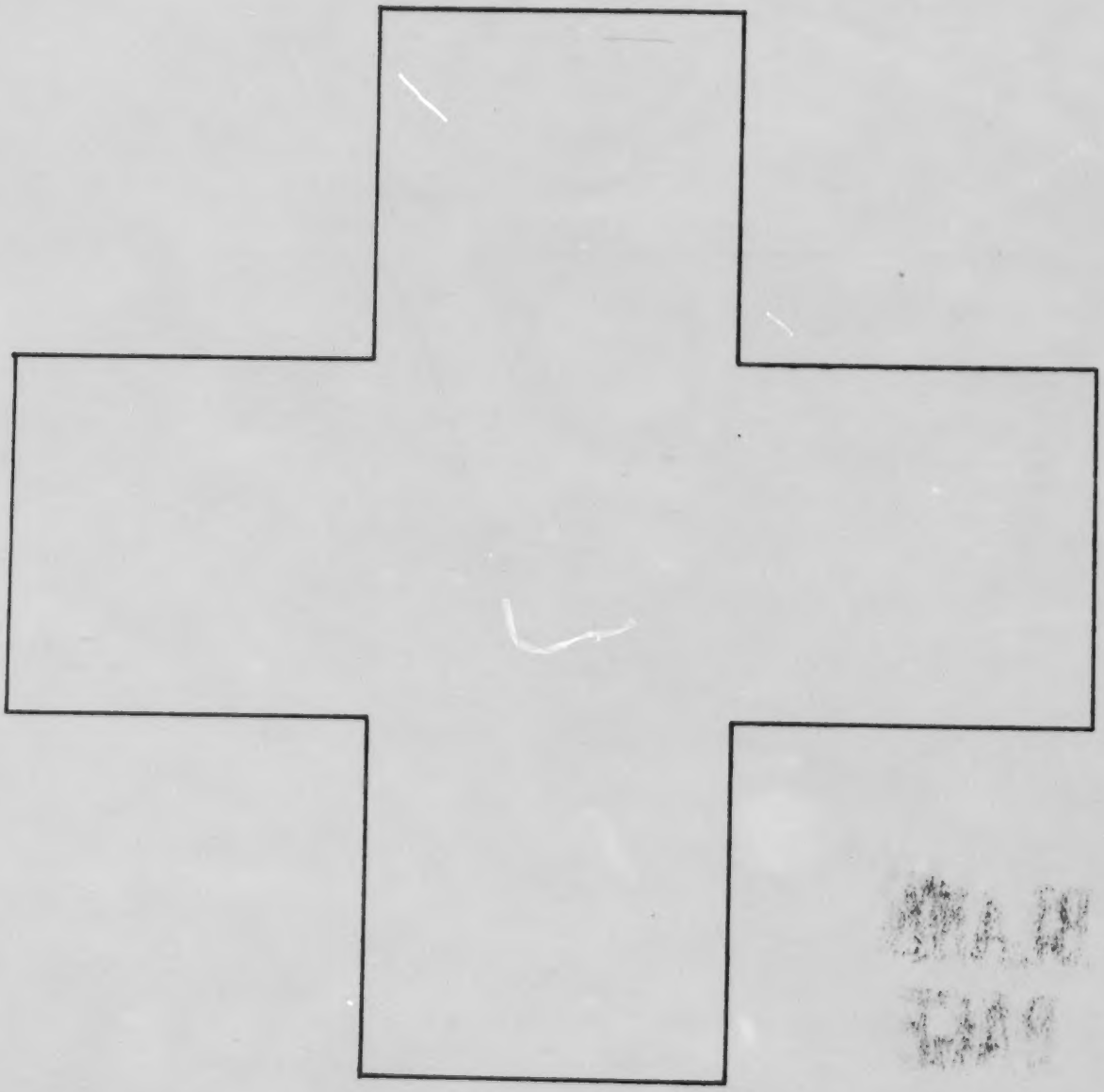


TEMPLATE PATTERN G

Intersection Block

DIRECTIONS: Make Template out of stiff cardboard or masonite.

To change direction of diagram, reverse (top to bottom) Template. For left-handed children, reverse from right to left using back of Template.

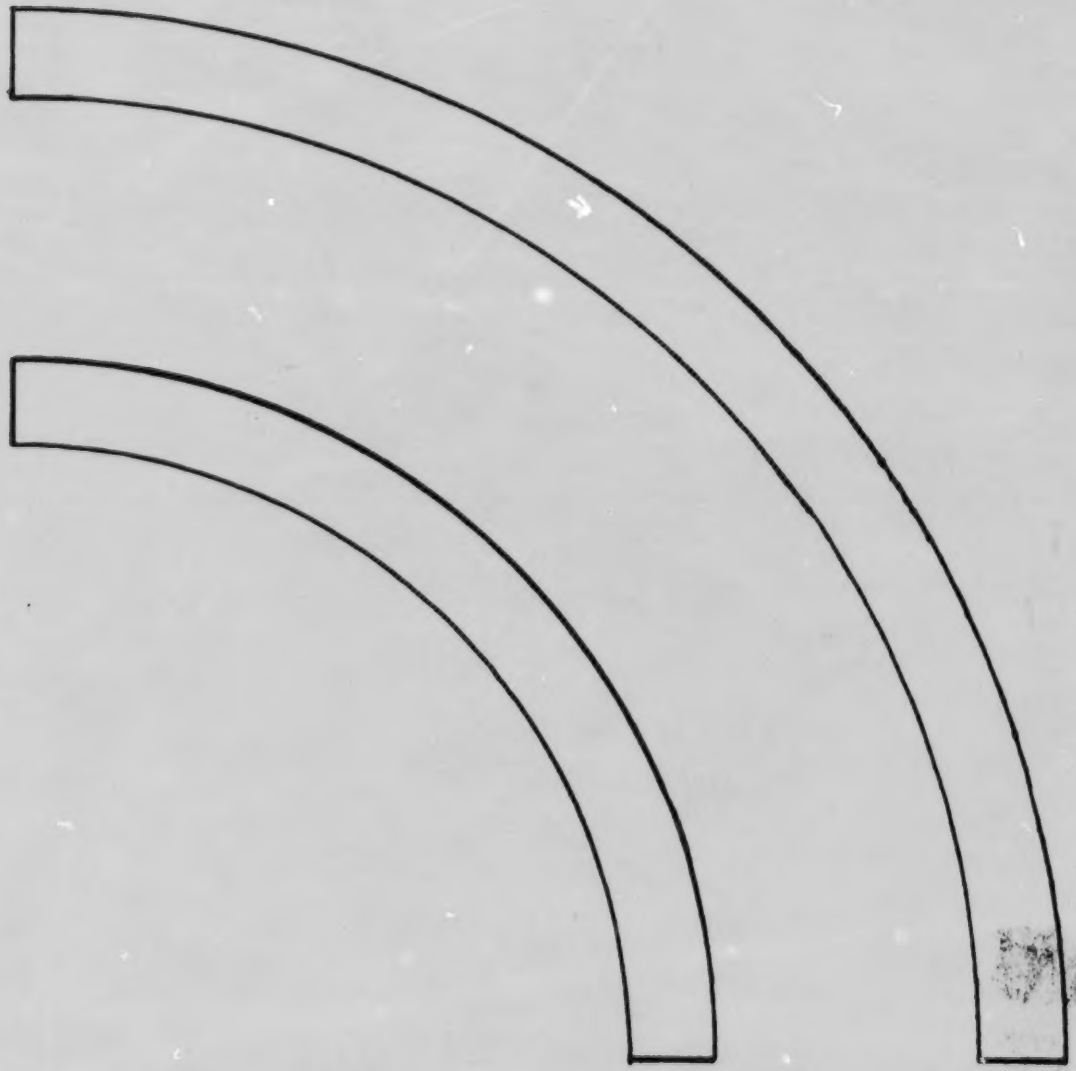


TEMPLATE PATTERN H

Parallel Curve Lines

DIRECTIONS: Make Template out of stiff cardboard or masonite.

To change direction of diagram, reverse (top to bottom) Template. For left-handed children, reverse from right to left using back of Template.

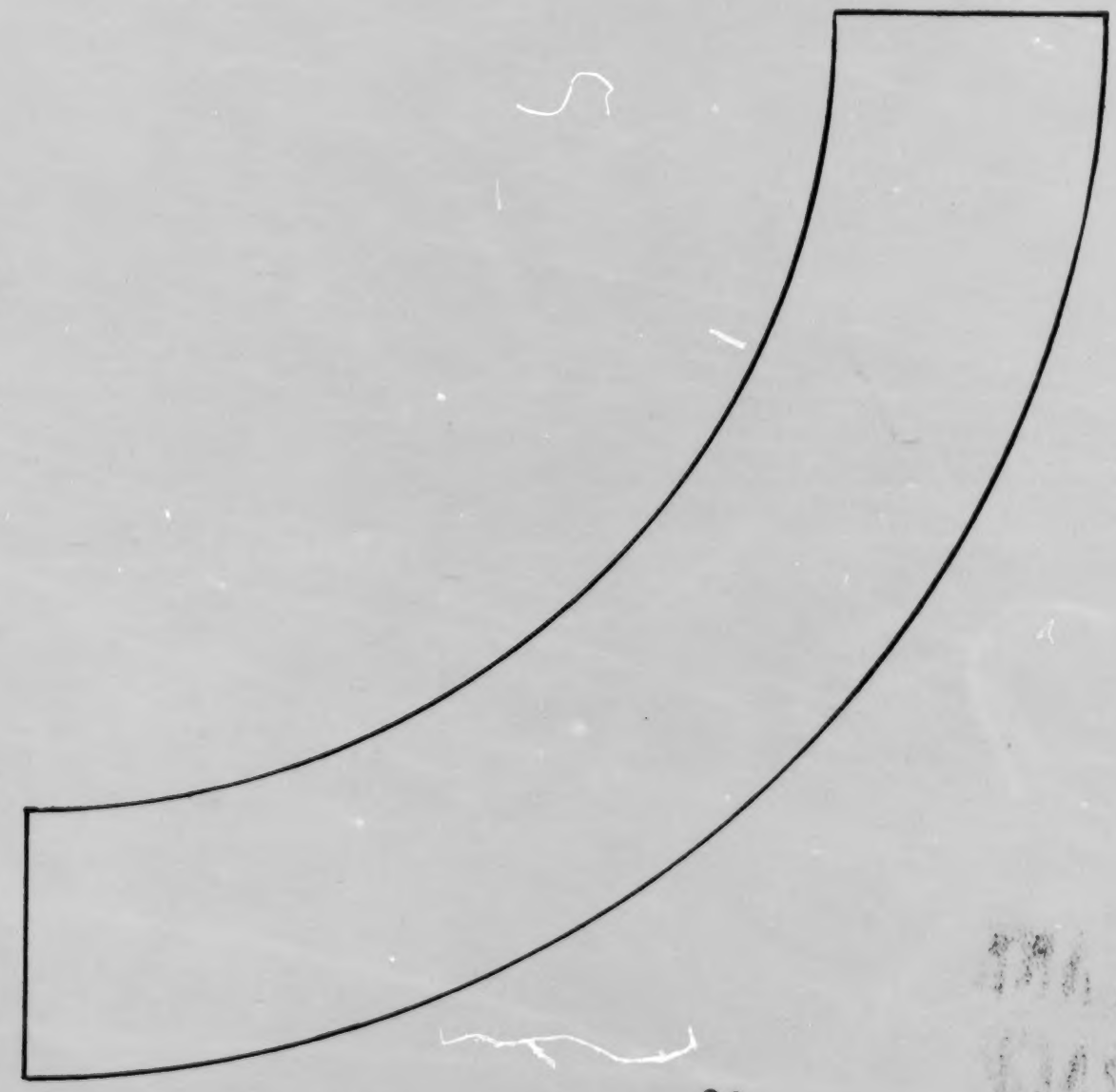


TEMPLATE PATTERN I

Curve Block

DIRECTIONS: Make Template out of stiff cardboard or masonite.

To change direction of diagram, reverse (top to bottom) Template. For left-handed children, reverse from right to left using back of Template.



TEMPLATE PATTERN J

Compound Curve Block

DIRECTIONS: Make Template out of stiff cardboard or masonite.

To change direction of diagram, reverse (top to bottom) Template. For left-handed children, reverse from right to left using back of Template.

31

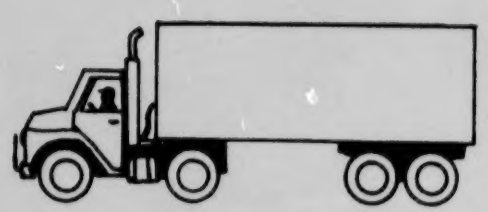
3. Vehicles in the Street Pattern Strips
Precut 6" X 18" strips of construction paper to be used as streets. Ask the children to draw examples of vehicles they see on the street: for example, cars, buses, trucks, etc.

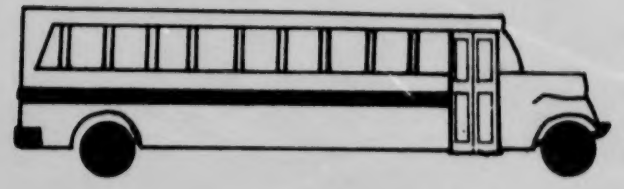
MATH

1. Circle the vehicle that is larger. (See DITTO MASTER K.)

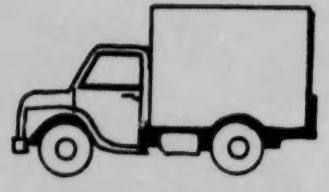
2. Circle the vehicle that is smaller. (See DITTO MASTER L.)

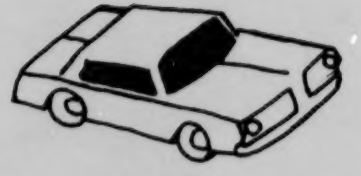
3. Select the vehicle that is larger. (See DITTO MASTER M.)



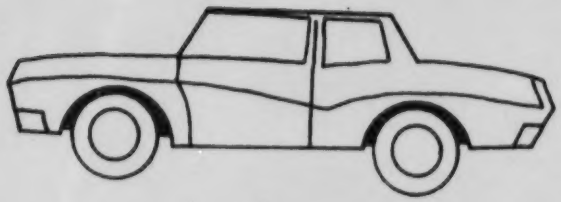


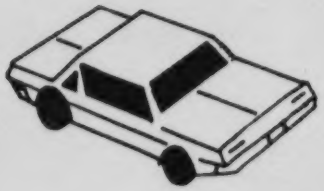
33





34





35

36

OBJECTIVE: Given three traffic situations from the previous lesson, the students will be able to orally identify five traffic procedures or their violations.

CONCEPT TO BE DEVELOPED: Streets must be used as designated by our written traffic regulations.

DRAMATIZATION — ROLE PLAYING
Who Gets the Ticket?

Mark a miniature street on the floor with chalk or masking tape. Have the children use wagons and other toy vehicles. Some children can play patrolman. Have them take turns in driving and crossing the street without accidents. Give red tickets to offenders. Have a court session with class members for the jury and you, the teacher, acting as judge. If the offense is serious, take away the child's driver's permit. For a make-believe situation, the children can carry or wear signs to illustrate what vehicle they represent.

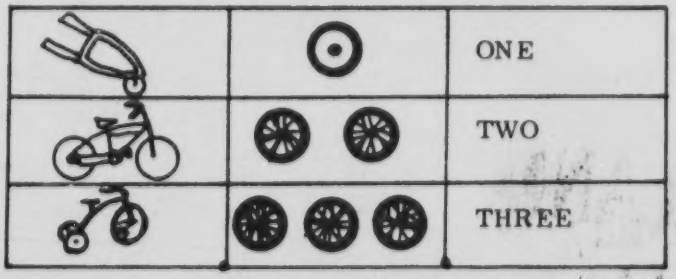
RELATED ACTIVITIES USING VEHICLES (Bd. of Ed., City of N.Y., Science K-2)

1. Have children bring in toy vehicles from home. They may place these on a master street chart.

2. Conduct a neighborhood "hunt" to see how many different kinds of cars and trucks travel on our streets. Make a chart of the vehicles seen on the "hunt." Illustrate with sketches made by the children or with magazine clippings. Are there any land vehicles that do not use wheels? (Example: sleds.)

3. Do all wheeled vehicles have the same number of wheels?
Have children bring in toy vehicles from home. Ask them to show how their vehicles operate and note positions or number of wheels on the vehicles. For example:

<u>One wheel</u> — wheelbarrow
<u>Two wheels</u> — scooters, bicycles, motorcycles
<u>Three wheels</u> — tricycles, delivery carts
<u>Four wheels</u> — trucks, cars
<u>Six or more wheels</u> — large trailers and trucks



Children can draw a chart or fill in a ditto outline of the chart.

OBJECTIVE: Having experienced a series of activities concerning the utility and purpose of the curb, the students will physically demonstrate its use as outlined in those activities.

CONCEPT TO BE DEVELOPED: A curb is that area at the outer edges of the street, usually a step up from the street and/or a step down from the sidewalk.

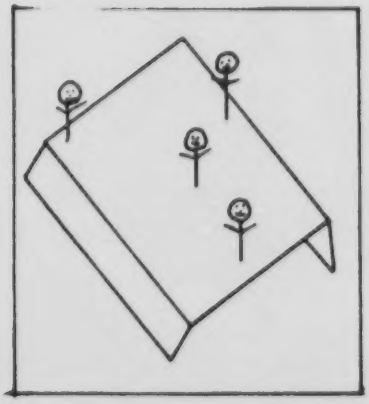
BLOCK CONSTRUCTION AND PHYSICAL ACTIVITY

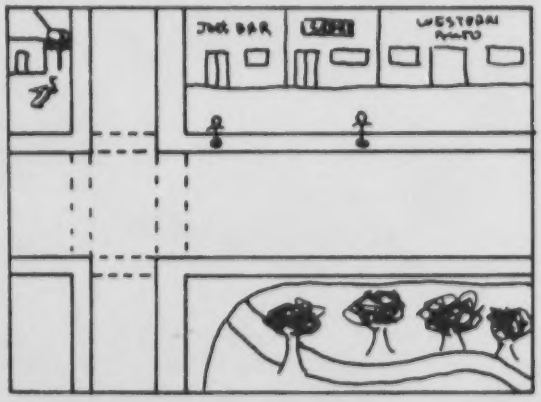
Building a Curb

Make a curb with wooden blocks to give the feeling of height. Illustrate that a curb is a step up from street level, a step down from sidewalk level. Using blocks, simulate a sidewalk situation to give the effect of stepping up and stepping down.

ART

1. Toothpick Pedestrians
   Make a 1" fold on both sides of an 8" X 5" note card or tagboard. Place this on the center of a 12" X 18" tagboard or piece of construction paper. This serves as a sidewalk. Have the children make small paper pedestrians and attach them to toothpicks. The pedestrians may then be stuck into the paper sidewalk. Toothpick pedestrians can also be put in a clay base and placed on a large mural. The street scene mural can be a group activity.





2. Shoe Box Curb

Have the children bring in shoe box lids. Have them use the lid to make a replica of the street where they live or the school area. The sides of the lid will give the impression of a curb. Lid cover scene may include: houses, people, sidewalk, etc.

MUSIC

1. Marching Up and Down the Curb

Play a song that has a walking pace to it, such as "This Old Man," or "Bridge Over the River Kwai." Either stop the music or select a song that has a pause. When the child hears the pause, he should stop and then make the motion of stepping down from the curb, looking both ways first. Continue the music again. The children may be motivated to pretend that they are taking a walk, going to the zoo, going to the store, visiting a friend or relative, or just strolling along.

2. Curb Song (Sung to "Mary Had a Little Lamb") — Dramatization

At the curb before I cross, before I cross, before I cross,
(run in place)
At the curb before I cross, I stop my running feet.
(run in place) (stop running)

And look both ways to left and right, left and right, left and right,
(turn heads from left to right)
And look both ways to left and right, before I cross the street.
(point to self) (point to street)

Lest autos running quietly, quietly, quietly,
(fingers to lips to indicate quiet)
Lest autos running quietly, might come as a surprise.
(stand up straight, hand to heart, to show fright)

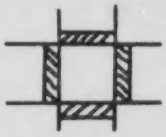
I don't just listen with my ears, with my ears, with my ears,
(pointing to ears)
I don't just listen with my ears, but look with both my eyes.
(put hands up to eyes to show they are using their eyes)

OBJECTIVE: The student will be able to verbally describe marked and unmarked crosswalks and their use.

CONCEPT TO BE DEVELOPED: A marked crosswalk is a place marked with lines to show where pedestrians may walk across a street or road. An unmarked crosswalk is the same except that there are no lines and one must pretend the lines are there.

INTRODUCTION

1. Define the word crosswalk using a diagram on the chalkboard.



2. Discuss where crosswalks are located.

3. Discuss different kinds of crosswalks.

4. Count the number of crosswalks each child uses coming to school.

5. Introduce the unmarked crosswalk. Where do you walk when the crosswalk isn't marked. Practice walking an unmarked crosswalk.

PHYSICAL ACTIVITY

Tape a crosswalk on the floor. Play walking music and have the children walk in the marked crosswalk.

FINGERPLAY
The Crosswalk

I TELL MY FEET WHERE TO GO. (Point to feet.)
I USE MY EARS TO TELL IF TRAFFIC IS FAST OR SLOW. (Cup hands to ears.)
I USE MY EYES TO READ THE SIGNS. (Make circle with fingers around eyes.)
AND I TRAIN MYSELF TO STAY IN THE LINES. (Extend arms outward from body. Hands should be palm facing palm. The children can then make their thumbs go around, which will act as the pedestrian within the lines - crosswalk (hands).)

VISUAL DISCRIMINATION

1. Footsteps in the Crosswalk. (See DITTO MASTER N, page 29.)

2. Selecting unmarked crosswalk from group of marked crosswalks. (See DITTO MASTER O, page 30.)

SEQUENCE STORY

Crossing to the other side of the street using a crosswalk. (See DITTO MASTER P, page 31.)

READ-ALOUD STORIES

1. Otto the Auto Stories — "Keep From Between Parked Cars." (See DITTO MASTER Q.)

2. Otto the Auto Stories — "Cross Only at Corners." (See DITTO MASTER R.)

FILM - P[1]

Can be obtained from:

AAA Foundation for Traffic Safety
102 West 25th Street
Baltimore, Maryland 21218
Phone: 889-9962

AAA Foundation for Traffic Safety
1712 G Street, N.W.
Washington, D. C. 20006
Phone: 638-4000

"The Little White Line That Cried" — Illustrates the safety slogan "Cross at the Corner."

READING READINESS

Language Development - Discussion (See DITTO MASTER S.)

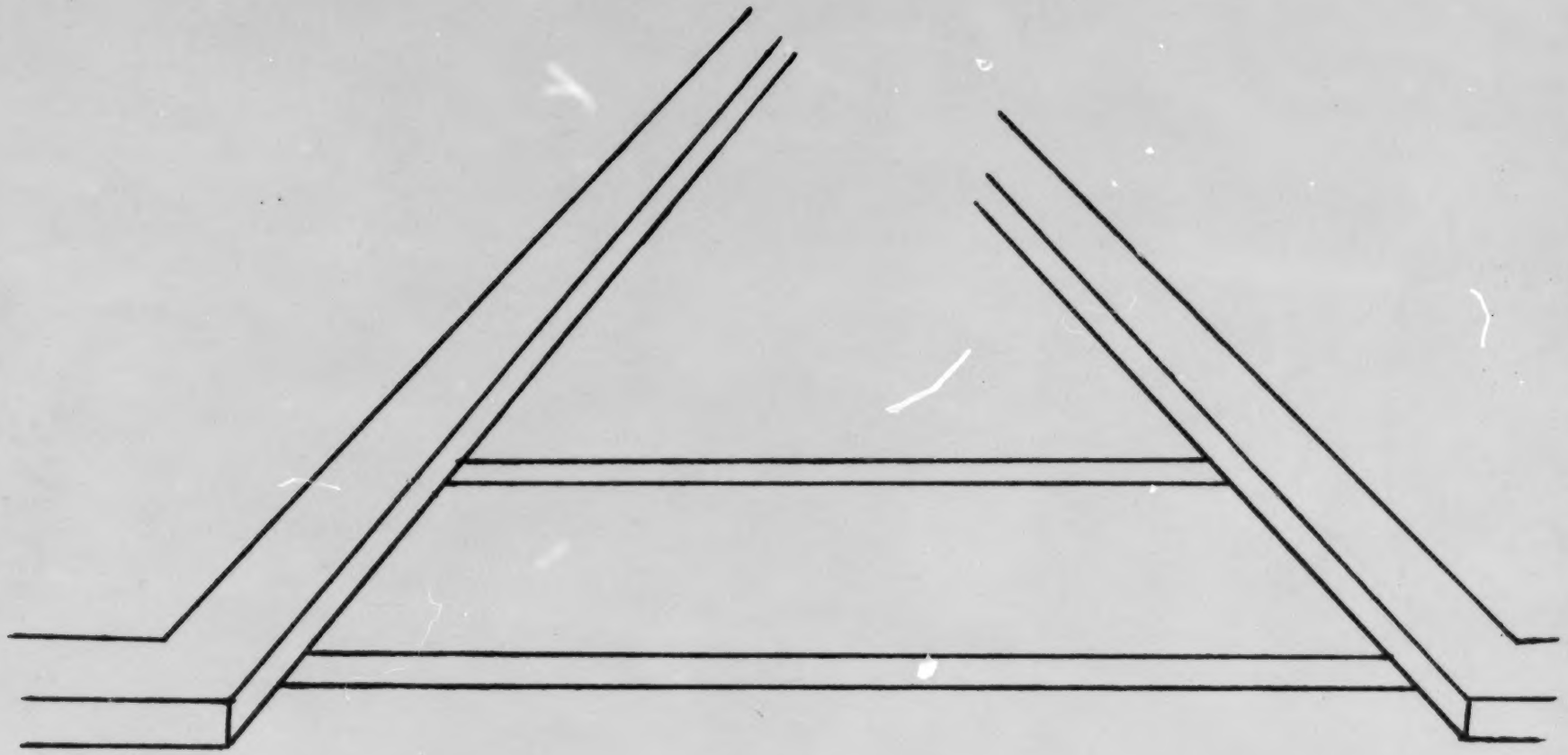
To Learn — To Remember

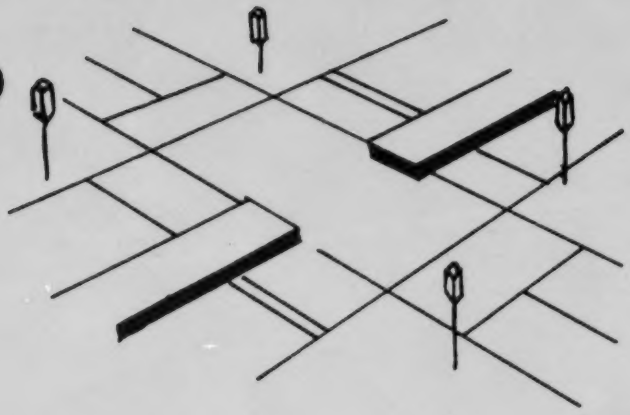
1. Cross at the corner.
2. Don't cross in the middle of the block.

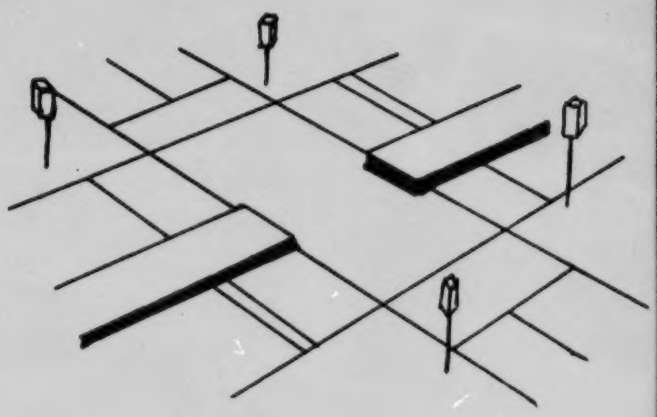
Discussion Leads

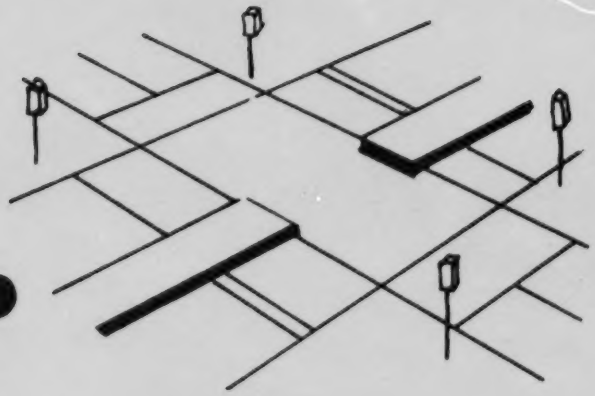
A boy is crossing the street at the safe place in the first picture. Where is he crossing? Trace his path with your forefinger.

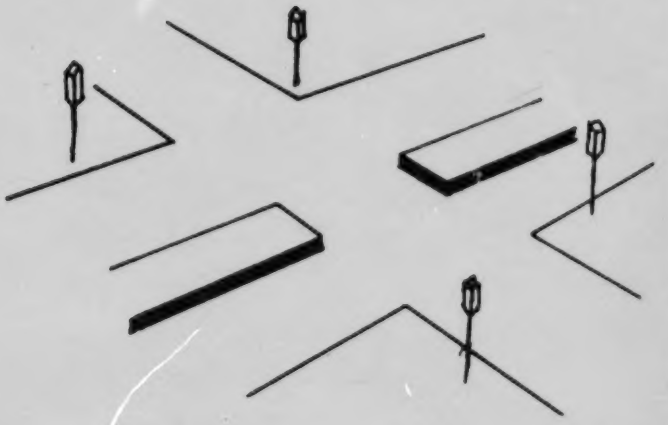
DRAW YOUR FOOTPRINTS GOING ACROSS THE STREET WHERE YOU SHOULD WALK SAFELY.

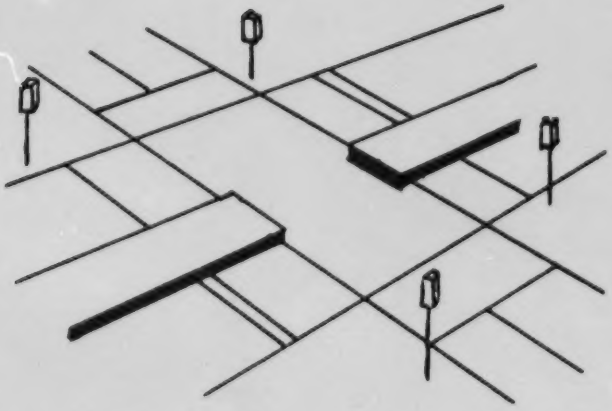


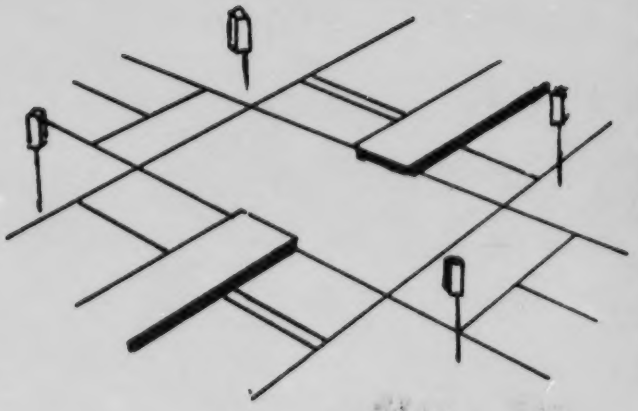


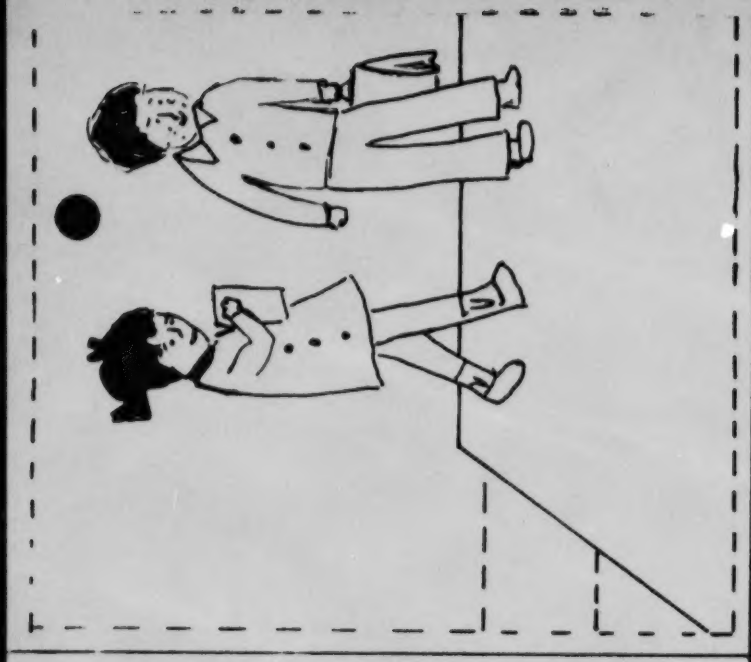




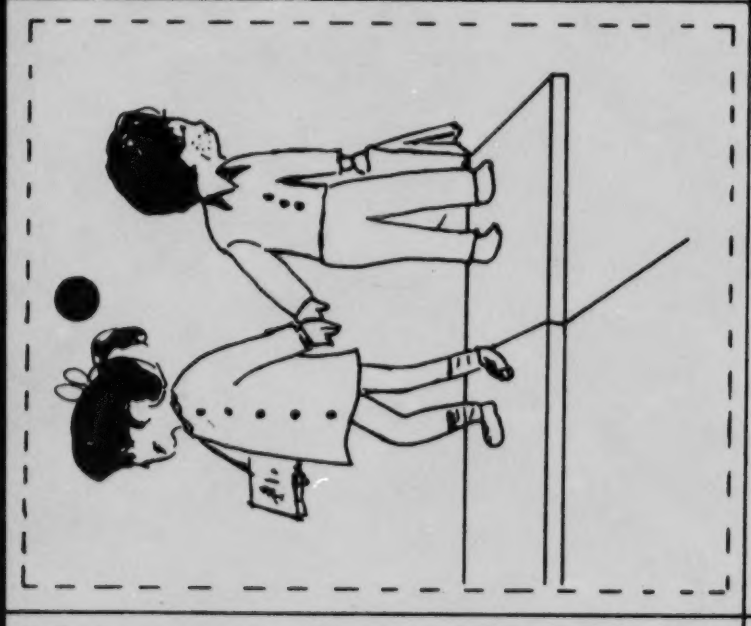


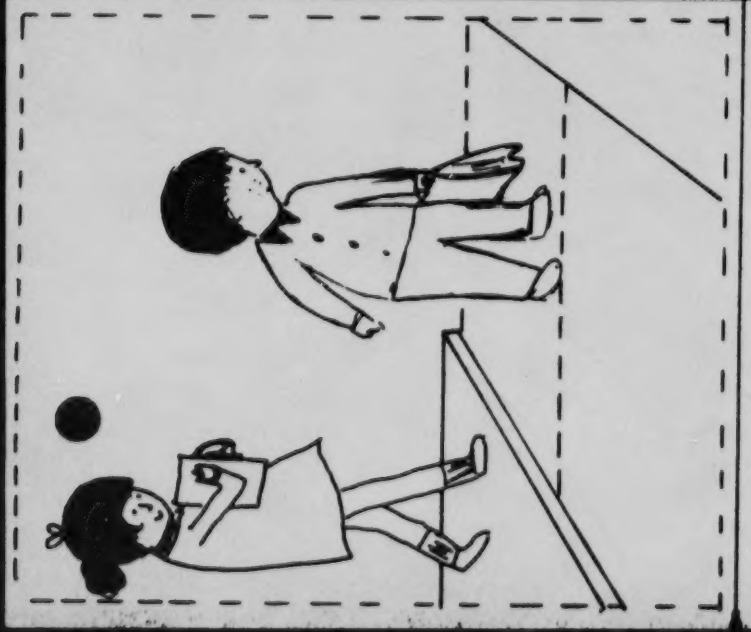






P

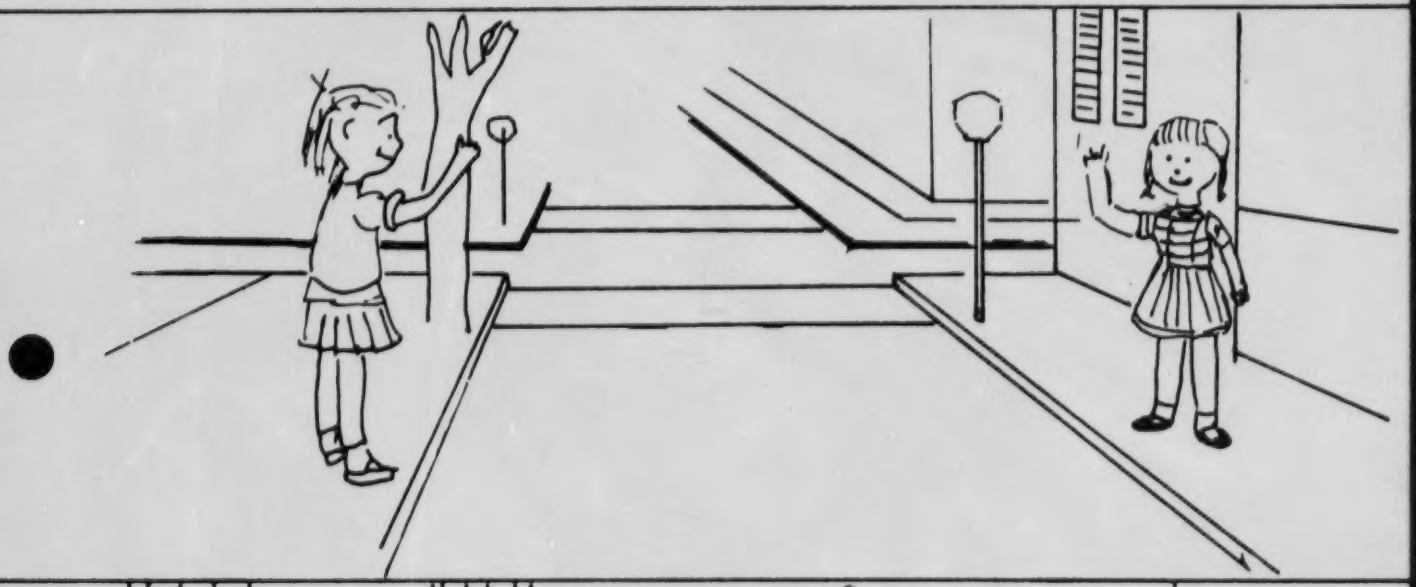


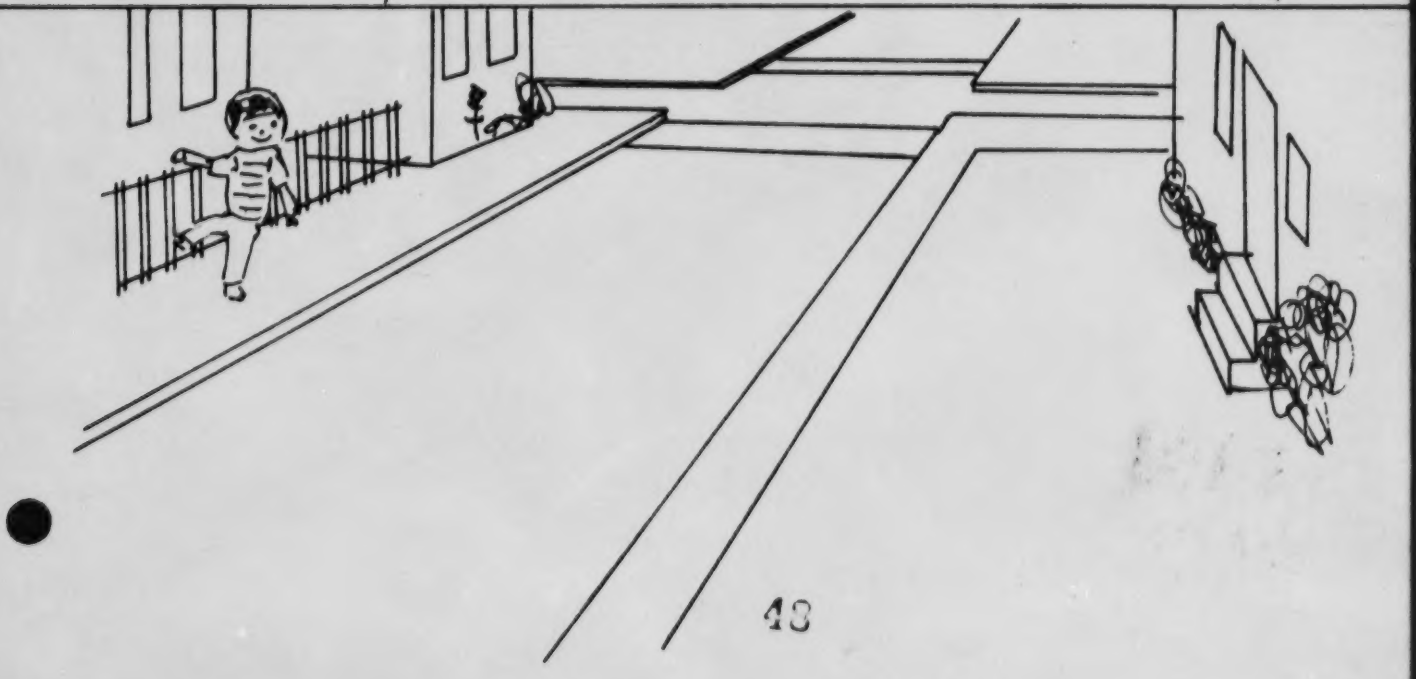


Pages 32-35 of the original document are copyrighted and therefore not available. Articles appearing on these pages are: "Otto the Auto Stories: Keep from Between Parked Cars," by Mary Elizabeth Crabtree. No. 10 . Copyright 1969 American Automobile Association.

"Otto the Auto Stories: Cross Only at Corners," by Mary Elizabeth Crabtree. No. 1. Copyright 1969 American Automobile Association.

S





48

Ann and Mary are on opposite sides of the street in the middle picture. Find each. Ann wants to walk with Mary. Where can she safely cross?

The last picture shows Billy's and Jack's houses. Where should Billy cross to go to Jack's house? Why shouldn't he cross in the middle of the block?

Things To Do

1. Have the children use their forefingers to trace safe paths for Ann and Billy. Then have them mark the paths with crayons and draw Jack in his yard.

2. Take a walk to help the children observe that cars tend to slow down at intersections and hence can stop more quickly at corners. Help them note the increased speed in the middle of the block.

OBJECTIVE: The student will be able to distinguish between the various types of intersections.

CONCEPT TO BE DEVELOPED: An intersection is a place where two or more roads cross or meet.

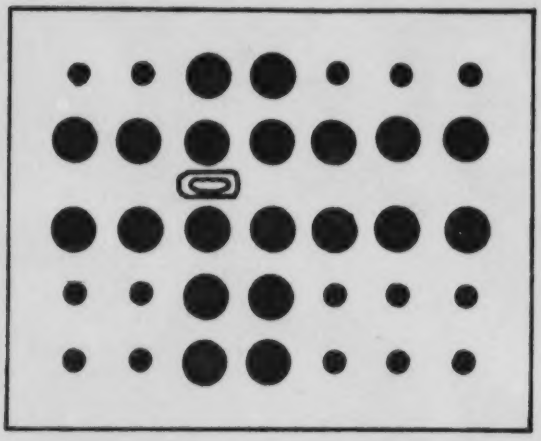
CONTROLLED — a place where two or more roads cross or meet that is directed with the help of signal lights or signs.

UNCONTROLLED — a place where two or more roads cross or meet that is not directed with the help of signal lights or signs.

PEGBOARD ACTIVITY

Model Intersection

Make an intersection on a pegboard using model cars to show how traffic moves in a signal light controlled intersection. If pegboards are not available, a felt board would serve the same purpose. This can be an individual or small group activity.

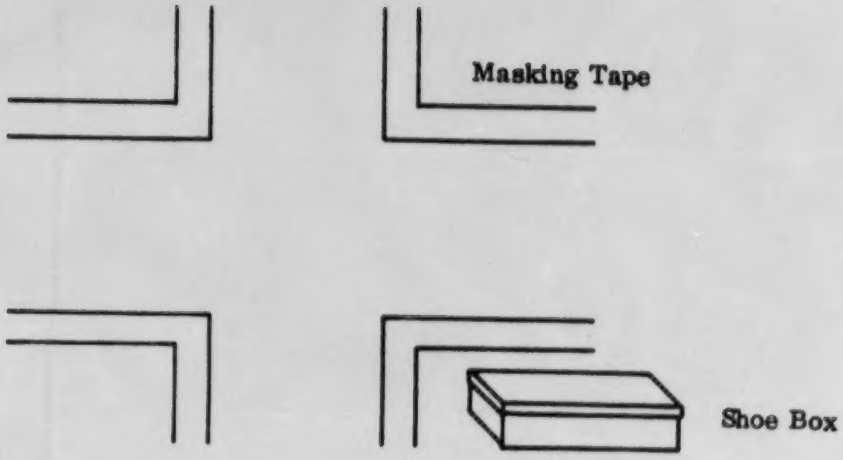


A large peg can serve as a traffic light.

ART

Model Intersection

Have the children construct an intersection with masking tape. You might have the children paint or color shoe boxes to place around the intersection. These boxes can represent stores and homes in the community. Cars and trucks may be added after the children have had many experiences with the intersection. This lesson can also be developed as a chalkboard activity.



READING READINESS
Visual Discrimination

Ditto Master or Overlay

1. Select the whistle that is different. (See DITTO MASTER T, page 40.)
2. Select the school bus that is different. (See DITTO MASTER U, page 41.)
3. Select the safety patrol boy that is different. (See DITTO MASTER V, page 42.)
4. Select the traffic policeman that is different. (See DITTO MASTER W, page 43.)
5. Select two school crossing guards that are larger. (See DITTO MASTER X, page 44.)
6. Select the intersection without crosswalks or traffic lights. (See DITTO MASTER Y, page 45.)

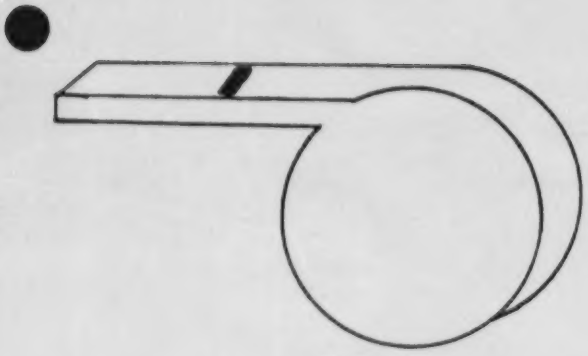
FILM — M[1]

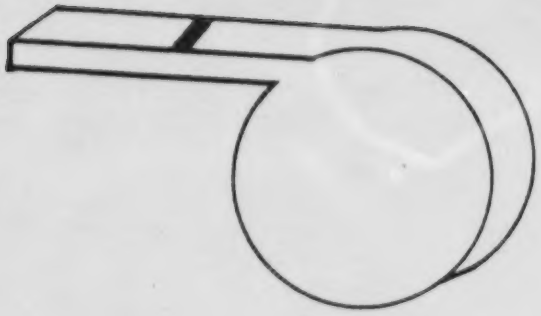
Can be obtained from:

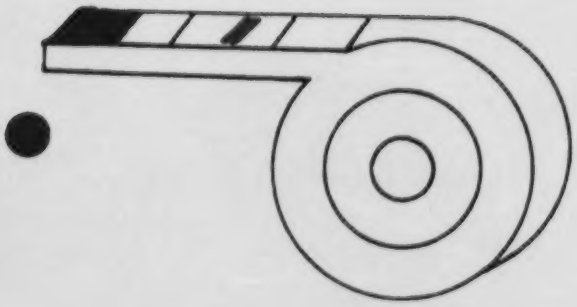
AAA Foundation for Traffic Safety
102 West 25th Street
Baltimore, Maryland 21218
Phone: 889-9962

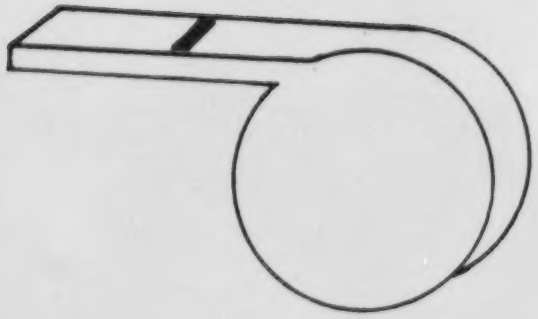
AAA Foundation for Traffic Safety
1712 G Street, N.W.
Washington, D. C. 20006
Phone: 638-4000

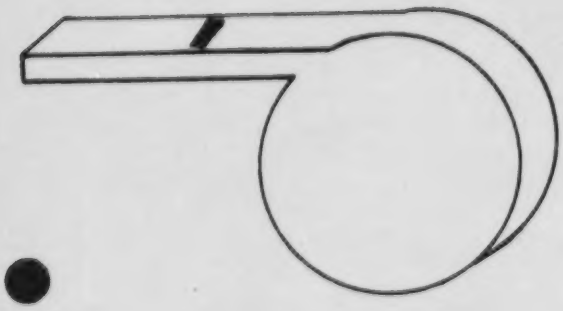
Otto the Auto Series B — "Otto Asks a Riddle" — Illustrates the safety slogan "Obey Your Safety Patrol."

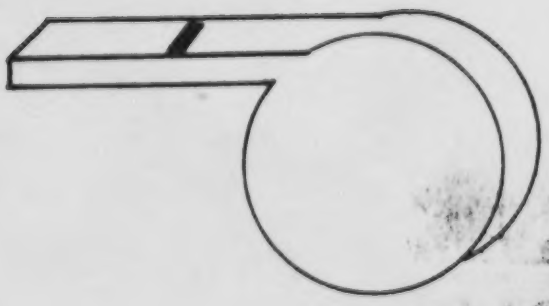


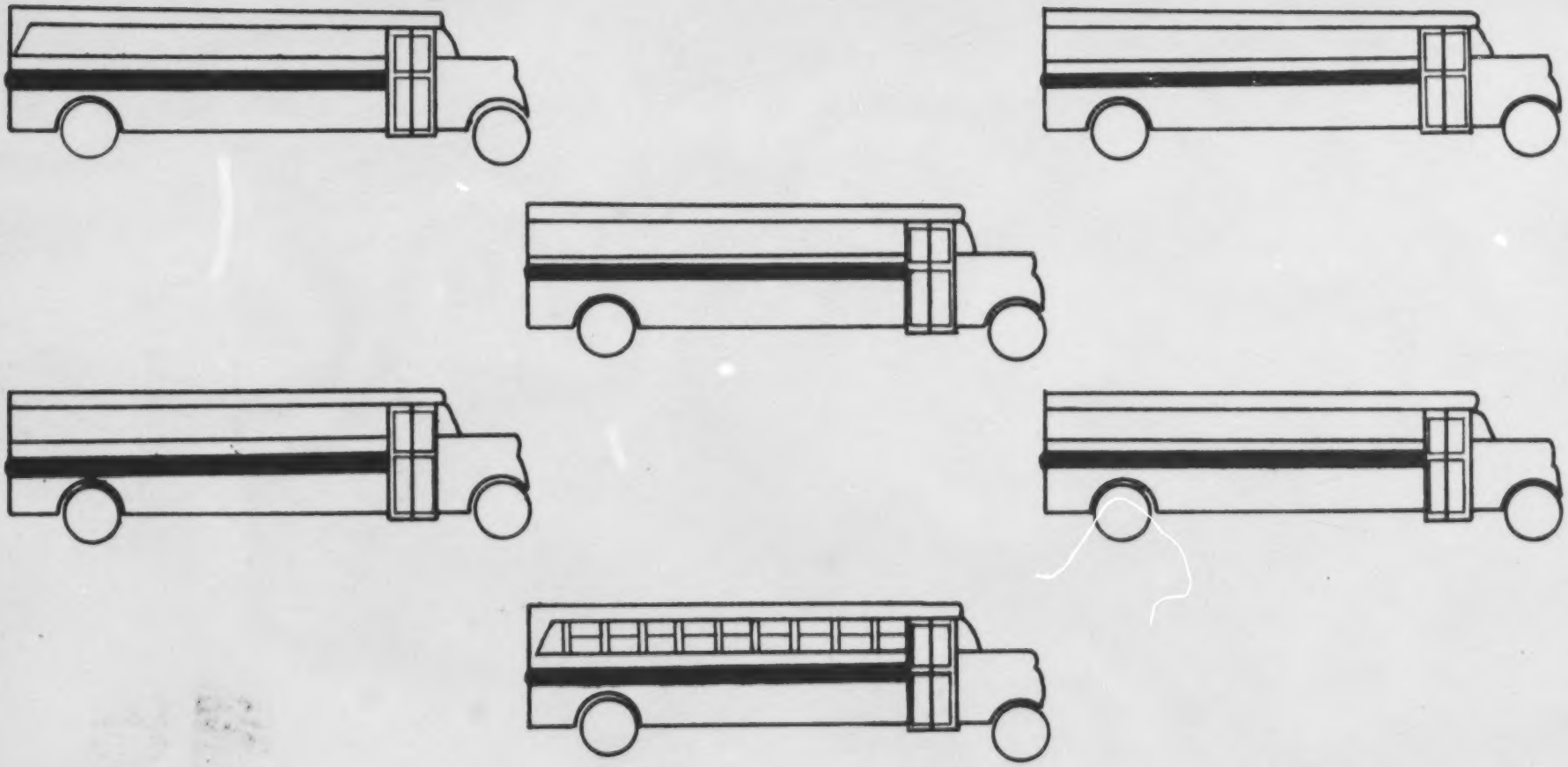












41

53

54

55

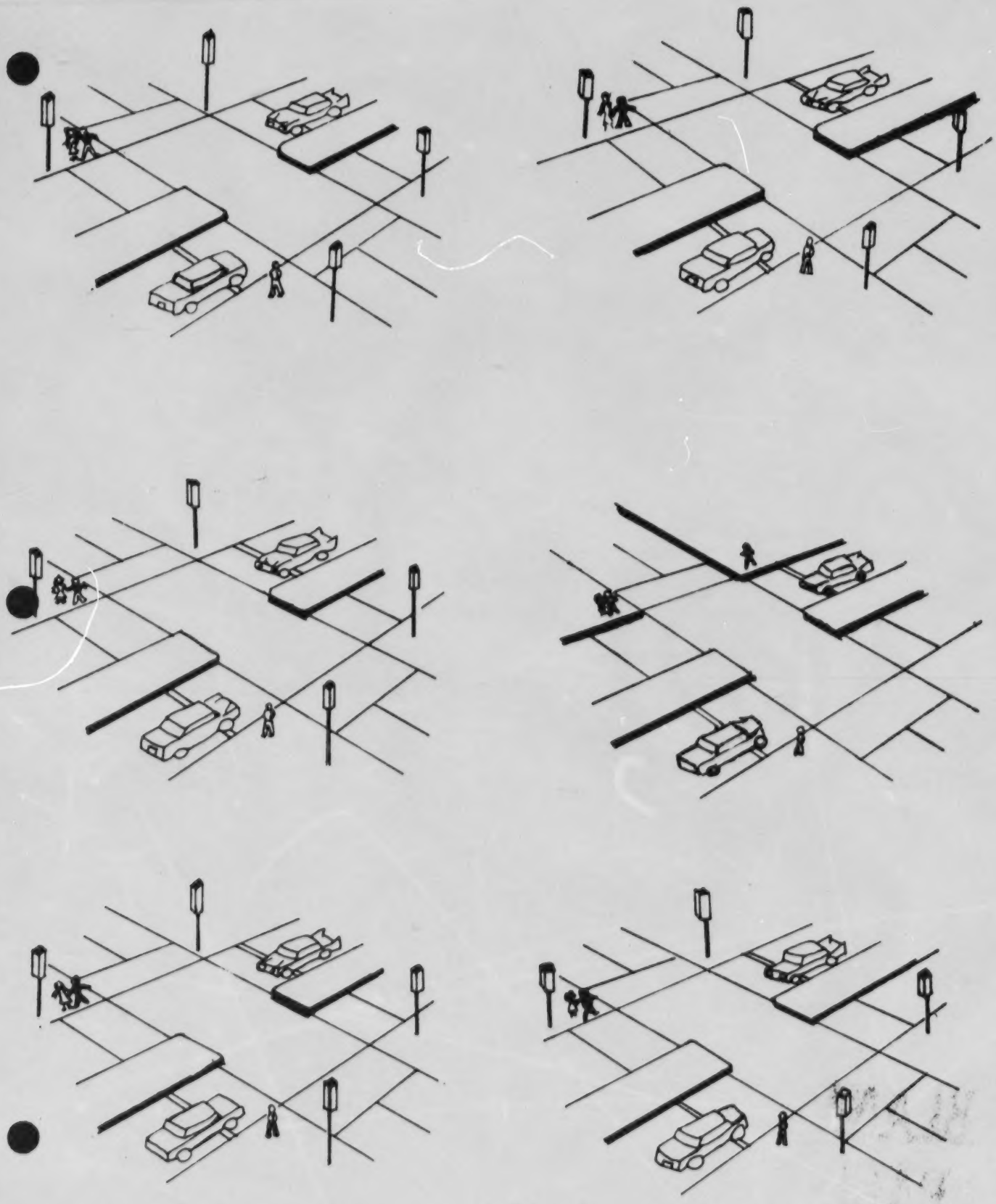
56

57

58

50

60



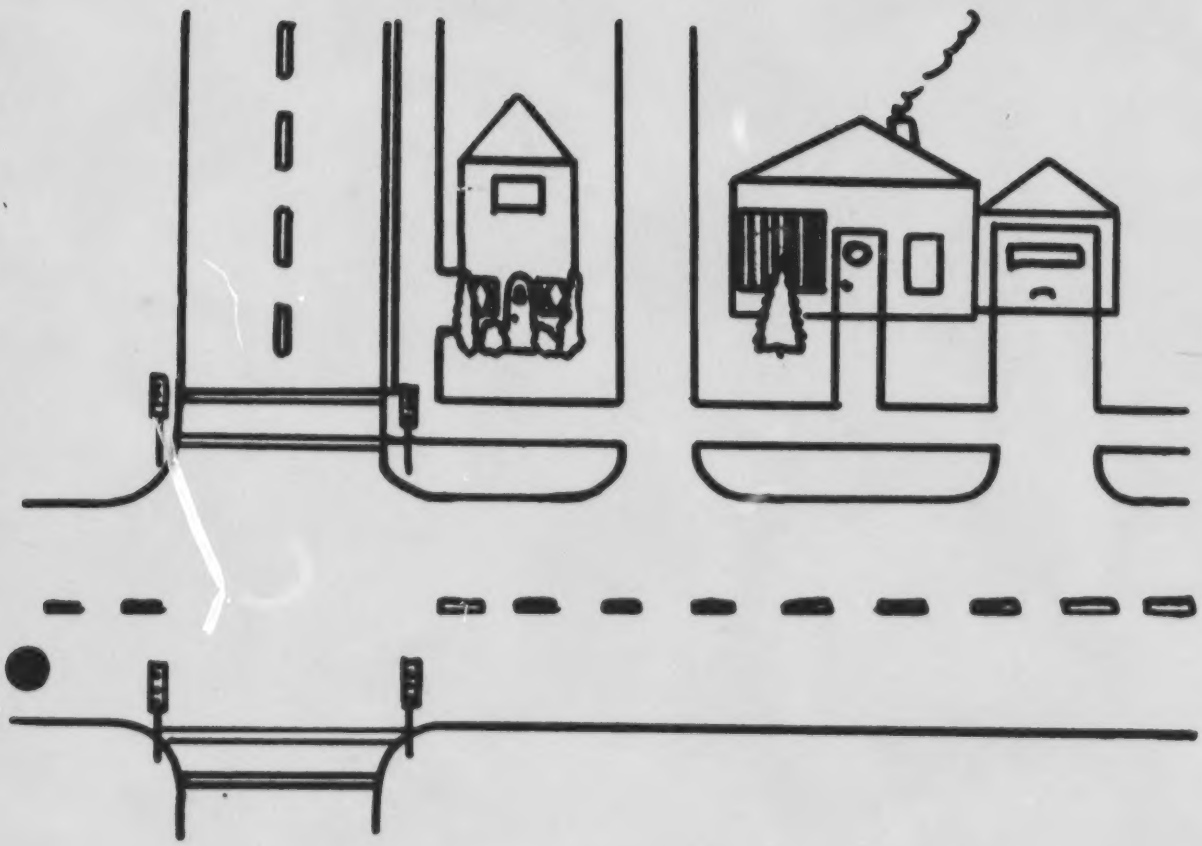
OBJECTIVE: The students will be able to identify a highway, alley, and driveway and describe their characteristics.

CONCEPT TO BE DEVELOPED: A highway is a high speed, heavily-traveled roadway for cross-country driving. An alley is a narrow roadway behind or between buildings. It is usually located in the center of a city block. A driveway is an area giving access from the street to a private home or establishment.

INTRODUCTION

1. Present the diagram showing a street, driveway, and alley. Point out by discussion the difference between the terms. (See DITTO MASTER Z, page 47.)

2. For classroom use, make a chart and label the driveway, streets, and alleys.



OBJECTIVE: Through a series of auditory perception, block construction, and physical activities, the students will be able to interpret and apply a rule to use when encountering a corner.

CONCEPT TO BE DEVELOPED: A corner is that point where streets or sidewalks meet and a change of direction may or may not be made.

BLOCK CONSTRUCTION
Play Jack Horner

Have one child sit in the center of the room. Then ask two other children to build a corner for Jack to sit in using large kindergarten blocks. (Accept any corner diagram.) When the corner is completed, have the children recite:

LITTLE JACK HORNER
SAT IN A CORNER
EATING A CHRISTMAS PIE.
HE PUT IN HIS THUMB
AND PULLED OUT A PLUM
AND SAID, "WHAT A GOOD BOY AM I."
Mother Goose Rhyme

LISTENING SKILL
Perception Game: What's Around the Corner — The purpose of this activity is to train children in auditory perception so that they will be able to recognize auditory cues.

Children should have listening experiences before engaging in this game. Select familiar sounds which occur frequently in the kindergarten environment. Ask the children to guess what makes the sound. Let one child at a time sit in the corner. Blindfolds can be used.

Shake a maraca	Saw wood
Turn an egg beater	Ring a bell
Sweep with a broom	Pop a balloon
Use a pencil sharpener	Blow a whistle
Crumple a paper	Toot a horn
Pour water	Hammer a nail

PHYSICAL ACTIVITY

1. Four Corner Tag

Players:	Four players active at a time.
Skills:	To walk or run, balancing bean bag on head.
Equipment:	4 Bean Bags.
Area:	A square court.

Rules:

a. Have four players with bean bags on heads take places on a square, one in each corner. Other players line up beside the court to await their turn.

b. Have each player on a signal start walking or running as fast as he can toward the corner square on his right in an effort to overtake and tag the player ahead. The players must touch each corner square.

c. Have the player go to the end of the waiting line if tagged or if the bean bag falls off his head.

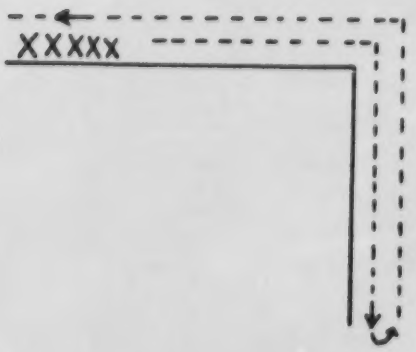
d. Tell players they may adjust their bean bags during a change of players, but at no other time.

e. Call the winner the child who is able to remain in the game the longest time.

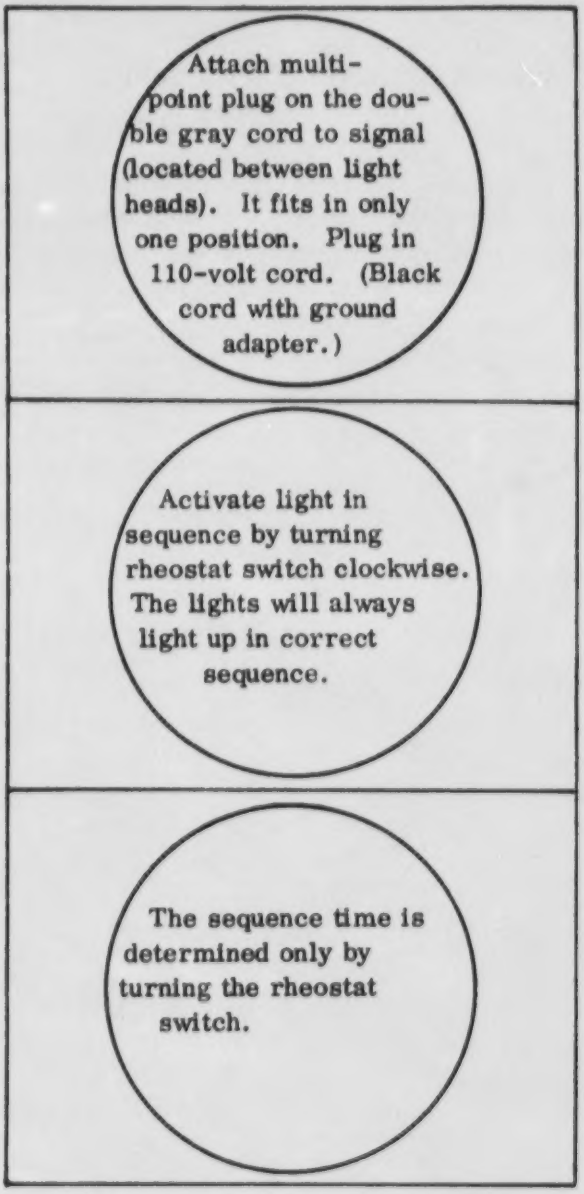
Variation:

After a player has gone around two times, retire him into a winners' circle. Later, have a play-off of all winners.

2. Play a relay game using a corner situation. Divide the class into two teams.



Children walk with erasers on their heads around the corner and back. The first team finished wins.


Attach multi-point plug on the double gray cord to signal (located between light heads). It fits in only one position. Plug in 110-volt cord. (Black cord with ground adapter.)
Activate light in sequence by turning rheostat switch clockwise. The lights will always light up in correct sequence.
The sequence time is determined only by turning the rheostat switch.

The Walk, Don't Walk light is designed for desk or table use or may be attached to the lower crossbar and used in conjunction with the signal light.

Connect the cords as for the signal light, making sure that the proper cord is used.

The two cords are not interchangeable between the signal light and the Walk, Don't Walk light.

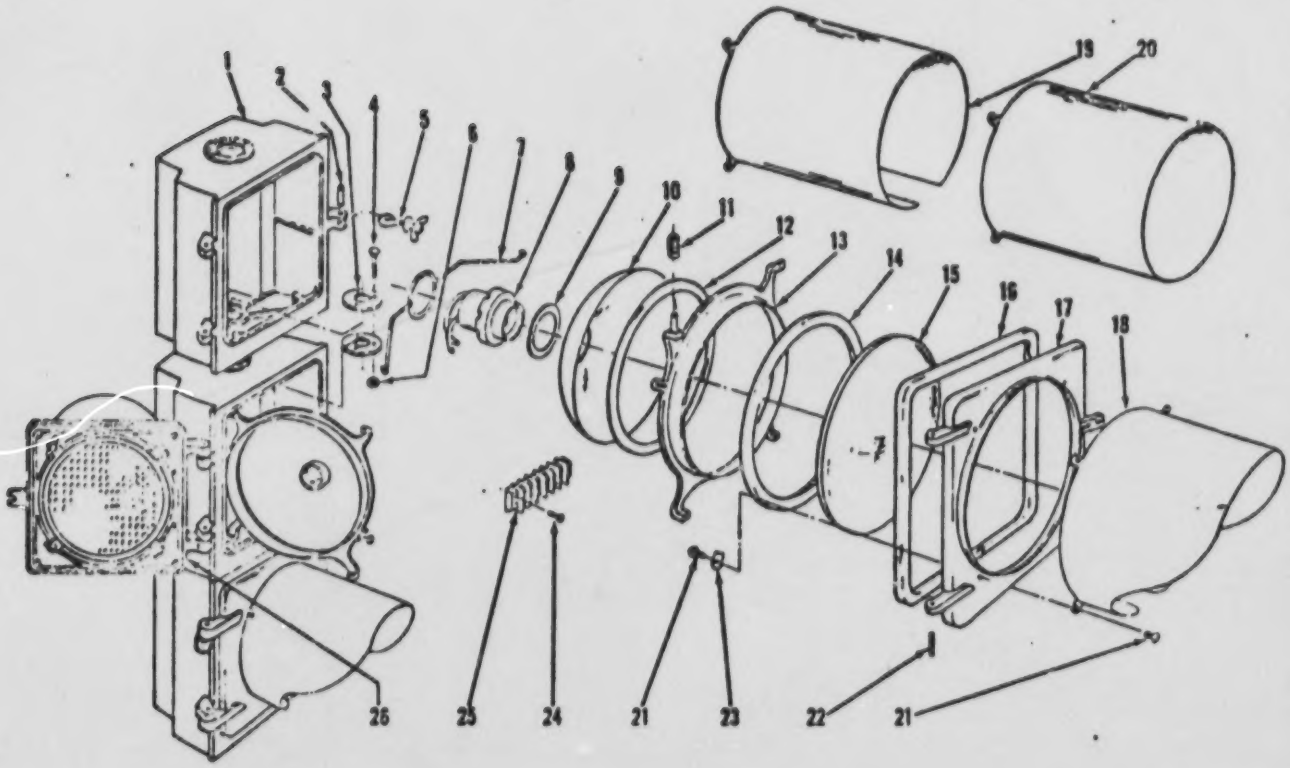
HOW THE SIGNAL LIGHT WORKS

Introduce the signal light into the classroom with a discussion of the following points: 1) the care of the light while it is in the classroom; 2) where it is to be stored; 3) electrical cords; and 4) how it is to be handled. The children may simply want to learn how the knobs on it work.

Attach multi-point plug to signal—fits in only one position. Plug in 110-volt cord. Activate the light in sequence by turning the rheostat switch clockwise. The lights will always light up in correct sequence. The sequence time is determined only by turning the rheostat switch to the right.

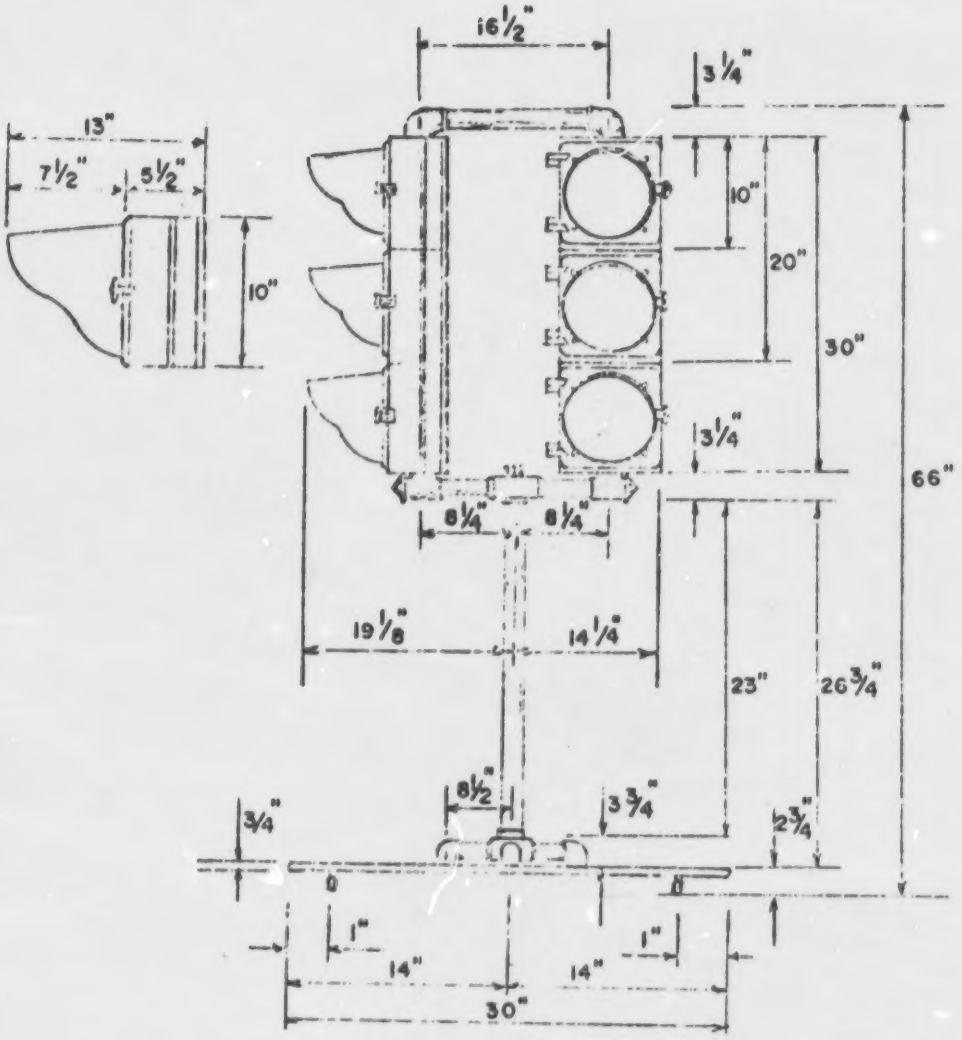
NOTE: CHILDREN SHOULD NOT BE PERMITTED TO OPERATE SWITCHES WITHOUT TEACHER SUPERVISION!

TRAFFIC LIGHT SCHEMATIC

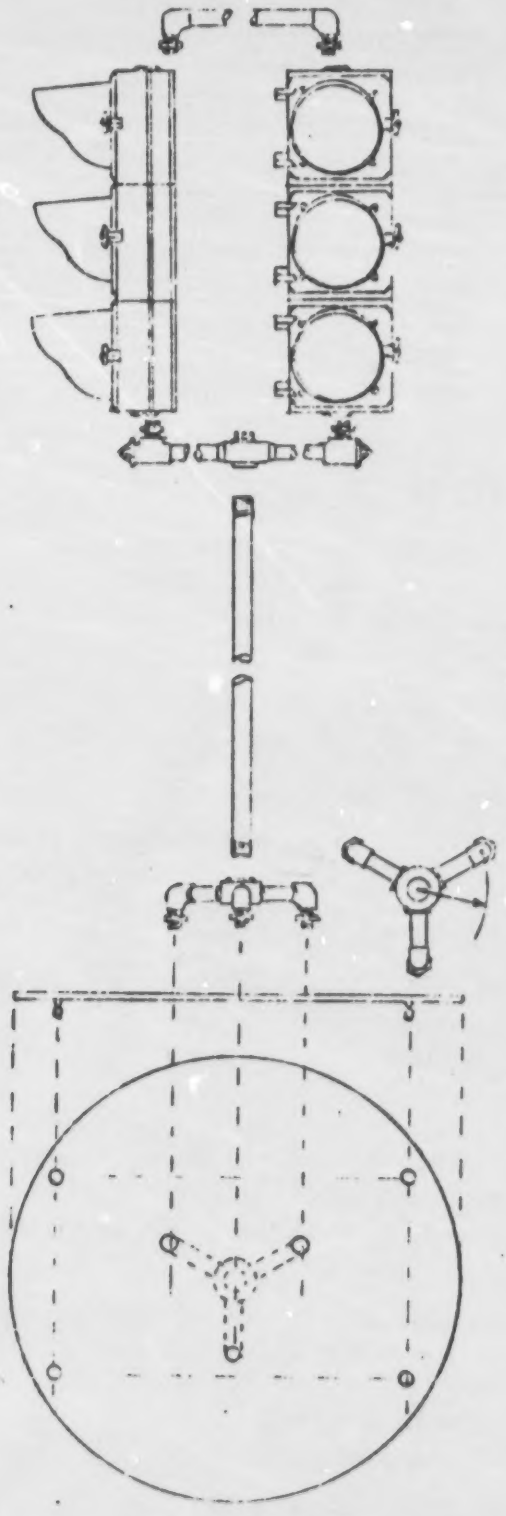


IDENT NO.		DESCRIPTION
1		Housing
2		Hinge Pin
3		Mounting Washer
4		1/4-20 X 1 1/4 Carriage Bolt
5		Latch Bolt Assembly
6		1/4-20 Hex Nut
7		Socket Support
8		Lamp Socket
9		Gasket
10		Silvered Glass Reflector "Alzak" Process Metal Reflector
11		Spring
12		Reflector Gasket
13		Reflector Holder
14		Lens Gasket
15		Green Lens Amber Lens Red Lens

IDENT NO.		DESCRIPTION
16		Door Gasket
17		Door
18		Visor
19		8" Tunnel Visor 12" Tunnel Visor 16" Tunnel Visor
20		8" Full Circle Visor 12" Full Circle Visor
21		No. 10-24 X 1/4 RHMS
22		Hinge Pin
23		Lens Clip
24		No. 8-32 X 9/16 Self Threading Screw
25		Terminal Block
26		Door Assembly (Specify Color Lens)



TRAFFIC LIGHT SCHEMATIC



TRAFFIC LIGHT SCHEMATIC

OBJECTIVE: The student will be able to follow specific procedures in crossing the street with the traffic light.

CONCEPT TO BE DEVELOPED: The signal light directs the flow of vehicles and pedestrians at specific intersections.

PROCEDURES FOR USING THE TRAFFIC LIGHT

When there is no walk light, the signal light is then used.

a. The red light means the same as "DON'T WALK."
b. The amber light means the same as flashing "DON'T WALK."
c. The green light means the same as "WALK."

Walk; don't run between the lines of the crosswalk.

Whenever there is a policeman directing traffic at an intersection, obey him and not the signal light or the walk light.

Look three ways before you step off the curb—look left, right, and front. Always expect the unexpected.

INTRODUCTION OF THE SIGNAL LIGHT

Read aloud the story, "Once Upon a Corner." (See DITTO MASTER A[1], pages 52 and 53.)

Follow-up Activities:

Experience Chart

To develop recall and sequence skills, ask the class to give sentences about the story in sequence. The teacher will record the sentences on chart paper and place it near the signal light while it is in the classroom.

Mural

Have the class make a mural to go with the experience story. To teach the sequence and time concept, the mural would show Happy:

1. At his intersection.
2. Being placed in the discard pile.
3. In his new role in the classroom.

LANGUAGE DEVELOPMENT — DISCUSSION

Introductory Questions — to be used with the model signal light.

1. Who can tell me what this is?
2. Where do you see signal lights?
3. Why do we have signal lights?
4. Who uses them?
5. How do they know when to stop or go?

ONCE UPON A CORNER

Once upon a time, there was a signal light. He made his home at the corner of a busy street in a very busy city. His job was to flash the safety colors red, yellow, and green so that cars and pedestrians would know when to go and when not to go.

He felt very important living in the city and helping all of the people. He would feel very busy when the many cars and pedestrians hurried about. When the children walked to and from school, they would look up at the signal light to see when it was safe to cross the street.

The signal light felt so very happy doing his job of helping people that he decided to call himself "Happy." Happy felt the busiest during the daytime, for many, many cars and many, many pedestrians looked up at him and waited for him to signal when it was safe. Often Happy would burst with pride to think that he was so important.

During the evening, Happy flashed his lights on and off. Most of the people who crowded the sidewalks during the day were now home preparing for another day in the big city. Some cars stopped and waited for Happy to change to green so that they could go. Happy tried to imagine where the people were going and what they would do when they got there. He did not know for sure where they were going, for he had lived all his life at that corner. He did know there were such places as home and school, for he would hear the children laughing, giggling, and talking about them as they stood on the street corners.

One night, Happy was in deep thought as he was flashing his colors. Happy knew there was no other job for him, but he did not care. He was quite content at his favority corner. He did wonder, however, what home was really like and what children did all day at school. How wonderful it would be to find out, but he could not leave his important job at the corner.

One day a violent storm suddenly came to the big city. It rained and hailed quite heavily for many hours. Happy swayed back and forth in the air during the storm. He did the best he could do to keep flashing because it was important for him to keep flashing during the dangerous storm. This was the time that drivers and walkers really needed him because storms made it so difficult to see. The rain splashed against his red, yellow, and green faces as well as his yellow body. The wind blew at Happy, and Happy held on to the pole with all of his strength.

Suddenly, just as fast as the storm came, it was over. Happy could see all of the damage around him because of the storm. The streets were flooded with water, trees were down, and litter was everywhere. Happy took a closer look at the intersection. As Happy looked around, he saw that there were no accidents. "Whew," thought Happy, "What an important job I have."

Happy was just like the boys and girls. He had birthdays too. He loved his birthdays, for on these special days the city workmen would come and clean

his faces and put new lights inside him. This helped people to see his signals better. How important he must be to have those special things done to him.

As many birthdays passed, Happy grew older like you and I. His body became dented and cracked, his bright yellow coating of paint became faded and chipped. Poor Happy! The workmen had to repair him more often now.

One day the city workmen made an unexpected visit to Happy at his corner. Why were they there? Happy was confused. He knew it was not his birthday and he didn't need any repairs. Suddenly, one of the men cut the electrical wires that helped him flash his lights. What a helpless feeling Happy suddenly had. He did not know what to do, for he did not know what to expect next. The workmen took Happy down and put him in the back of a truck and drove away.

Happy just lay there looking up at the sky and wondering what was going to happen to him. Poor Happy, he was so sad. Was his work finished; was he no longer needed? The truck came to a yard and suddenly stopped. As Happy looked out of the truck, he heard a man call out, "Put this light with the rest of the worn out lights." Happy could not believe what he had heard, "A worn out light." Was he never to be used again? The men laid Happy down on the pile of lights. When daylight came, he just lay there. He tried to make his faces work, but nothing seemed to happen. When night came, Happy felt very lonely, for he could not see his three faces light up in the dark. Happy was so very, very sad.

One day Happy heard two men approach the pile of signal lights. Happy listened carefully. They picked him up and put him in the back of a truck and took him somewhere. Happy had no idea where they were taking him. Wherever he was going really didn't matter, for any place was better than being in a pile of worn out lights. When the truck came to a stop, a man named Mr. Bill took him from the truck. Suddenly, the workmen pounded out his dents, filled his cracks, and splashed yellow paint all over his body. They wiped his faces and put new wires in him. Happy was really confused now. With a brand new body and shiny faces, Happy was placed on a special stand that Mr. Bill had designed just for him. Suddenly, Happy's lights came on again. He slowly checked out the parts as the men changed his different faces. Red, which means stop, still worked; yellow which means wait, still worked; and finally green, which means go, was A-OK.

Happy glowed with excitement. He was beaming now. He even had wheels below him. One day, a man named Jim took Happy for a ride. They stopped in front of a building. Jim took Happy for a ride. They stopped in front of a building. Jim took Happy into the building and rolled Happy down the hallway. Happy heard familiar sounds. He could not believe what he was hearing. Sure enough, he knew it was the sounds of boys and girls, like the ones he had heard at his corner. Happy thought, "Could this be a school? A school----------a school!" exclaimed Happy.

Happy was so excited because he was the new center of attention in the classroom. As the teacher turned the lights on to Happy's three faces, he realized he was going to be used again in a new way. The boys and girls would learn the meaning of each of his colors and how the colors would help to guide them across the street. Happy knew that he had a new job and that it was an important one, too. Happy looked forward to seeing Jim again, for soon Jim would take Happy, the traffic light, to other schools so other boys and girls would learn to become safe pedestrians.

OBJECTIVE: Students will be able to identify the colors red, yellow, green, blue, black, brown, white, and orange.

CONCEPT TO BE DEVELOPED: Colors can have specific meanings.

VISUAL DISCRIMINATION
Introducing Eight Basic Colors

Yellow, Red, Green, Blue, Orange, Black, White, and Brown

Have a picture of each of these colors, including drawings where a particular color is dominant. Discuss the drawings and the colors. At this time, draw the children's attention to the three signal light colors that have been found in this grouping.

PHYSICAL ACTIVITY
What Color is Missing?

Use colored squares for this game. Have the children sit in a circle. Then place the squares on the floor in the center of the circle. Review the colors that are on the floor. Ask one of the children to leave the room; then ask another child to remove one square and place it behind his back. The first child is then called back into the room and asked to identify the color that is missing. Repeat the procedure with different children. Reinforce the signal light colors red, yellow, and green.

OBJECTIVE: Students will be able to match a specific color with its specific meaning.

CONCEPT TO BE DEVELOPED: Red means stop; yellow means wait; and green means proceed when clear.

COLOR RECOGNITION ACTIVITIES

1. Attaching Meaning to Color

   Red and green colors can be used to designate safe and unsafe objects in the classroom. For example, cover the scissors box with red paper, a box of rulers with green.

2. Recognition that Color Designates a Specific Action

   Cut large circles the same size, one red and one green. These should be stapled or pasted back to back. As a child leaves the room, the red sign is turned to indicate stop. No one else is to leave. When the child returns, he turns the sign to green, indicating that he has returned and it is all right for someone else to go.

HOW DO YOU READ A SIGNAL LIGHT?

Concept to be developed — the signal facing you in the direction you want to go is the one to be obeyed. The signal light gives both the pedestrian and vehicles the right to move.

Physical Activity

Have the children line up a row of the narrow wooden building blocks. A long board the approximate length of the blocks may be placed on top of the blocks. The children may then take turns walking on top of the board that has been placed on top. The children should look to the signal light for directions as to whether they may step down off the curb and cross the street.

FINGERPLAY

Three Signal Lights in a Row

THREE SIGNAL LIGHTS IN A ROW
OUR EYES TELL US WHAT THEY SHOW.
RED ON TOP MEANS STOP. (Hands in a circle after naming each color. Child peers through each circle.)
YELLOW IN BETWEEN MEANS WAIT 'TIL GREEN.
GREEN BELOW SAYS GO! (Hands extended outward making the thumbs move as if walking.)

PHYSICAL ACTIVITY

"Signal Says" adapted from "Simon Says"

Use the model signal light which is placed in the front of the room. Say, "Signal Light says hop." At the same time, turn the light on to green. The children should then hop on "go" light. After the children have been involved for a few seconds, turn the light to red and say, "Signal Light says stop." With this command, the children should stop. Other suggestions would be to walk, run, skip, wait, stop, go, look straight ahead, look to the right, look both ways, and look to the left. If you say the word without saying "Signal Says" and the child moves, the child is out.

VISUAL DISCRIMINATION

"I Spy"

The children may play a guessing game using different things associated with the signal light. One child chooses an object in the room with a specific color. Example: "I'm thinking of something that is red." The children may guess on the one clue. If they do not guess the answer, another clue may be added and they may take turns guessing again. A clue is added until they discover the answer. The one who guesses correctly is the next one to choose something.

PHYSICAL ACTIVITY

1. Red Light — Green Light
   One child stands in front of the room with his back to the class. The class stands at the opposite end of the room. The child in front, without turning around, will say green light and the class quietly walks toward him. He may say red light at any time he chooses. When this is said, the class stops immediately. He quickly turns around and if he finds anyone moving, they are out of the game. The first child to catch him without being caught is the next leader of the game.

2. Color Jump

Cut red, yellow, and green circles from construction paper or durable oil cloth. Attach them to the floor with masking tape. Then have the children go and stand on the color that you call. As the children learn the colors, vary the game by calling out the different meanings of each color and have the children go to the color that answers the meaning. Example: "Find the color that means wait."

Adapt the "Twister" game, using signal light colors and traffic sign shapes.

3. "Red, Red, Green," adapted from "Duck, Duck, Goose"

Instruct the children to sit in a circle on the floor. One child will be chosen to be "it." This child then walks clockwise behind the circle, tapping each child as he passes, saying red, red, red, red. . . green. The child who was tapped green, gets up and, racing in a counterclockwise direction, tries to reach the vacated spot in the circle of children before the other one does. The child who fails to reach the vacated position is then "it," and the entire procedure is repeated.

DRAMATIZATION AND ROLE PLAYING

Concept to be Developed — This activity should stress the concept that pedestrians and drivers must always look for turning cars no matter what the signal says.

Construct an intersection with tape on the classroom or multi-purpose room floor. In a role playing activity, have some children using gym scooters play the part of vehicles. (Children can use pictures or words that describe the vehicle they represent.) Have other children play pedestrians. Practice using the signal light in the simulated intersection. Begin the activity with vehicles and pedestrians traveling straight through the intersection. Later, change the activity so that vehicles and pedestrians are changing direction, turning corners, etc.

READING READINESS

Following Directions

"Listen Carefully" — To give him practice in following simple directions, each child is equipped with a blank sheet of paper and crayons. Then say, "Listen carefully and do exactly what I say." Give three or four simple directions such as:

1. Draw a circle near the top of your page.
2. Draw a circle under the top circle in the middle of your page.
3. Draw a circle under the middle circle near the bottom of your page.

In the beginning, give only one direction. Continue with more exacting directions.

4. Color the top circle red.
5. Color the middle circle yellow.
6. Color the bottom circle green.

The children should not follow directions until you are through speaking. You may say "Go" as a signal.

7. Take the black crayon. Draw a rectangle (box) around all three circles.

COLOR RECOGNITION BOOKLET

Have the children color or cut out a circle of each of the three safety colors—one color per page. Then write the name of the color for the children at the bottom of each page or write what each of the three colors mean in the area of safety. (Example: Red = Stop, Yellow = Wait, Green = Go.) On the last page, the colors may be combined to make the light. These can be combined into a booklet and a picture can be drawn on the front cover.

ART

Traffic Light Construction Activities

1. Traffic Light Ditto Master. (See DITTO MASTER B^1.)

2. A traffic light with four sides.

   a. Cover a 1/2 gallon milk carton with yellow construction paper.

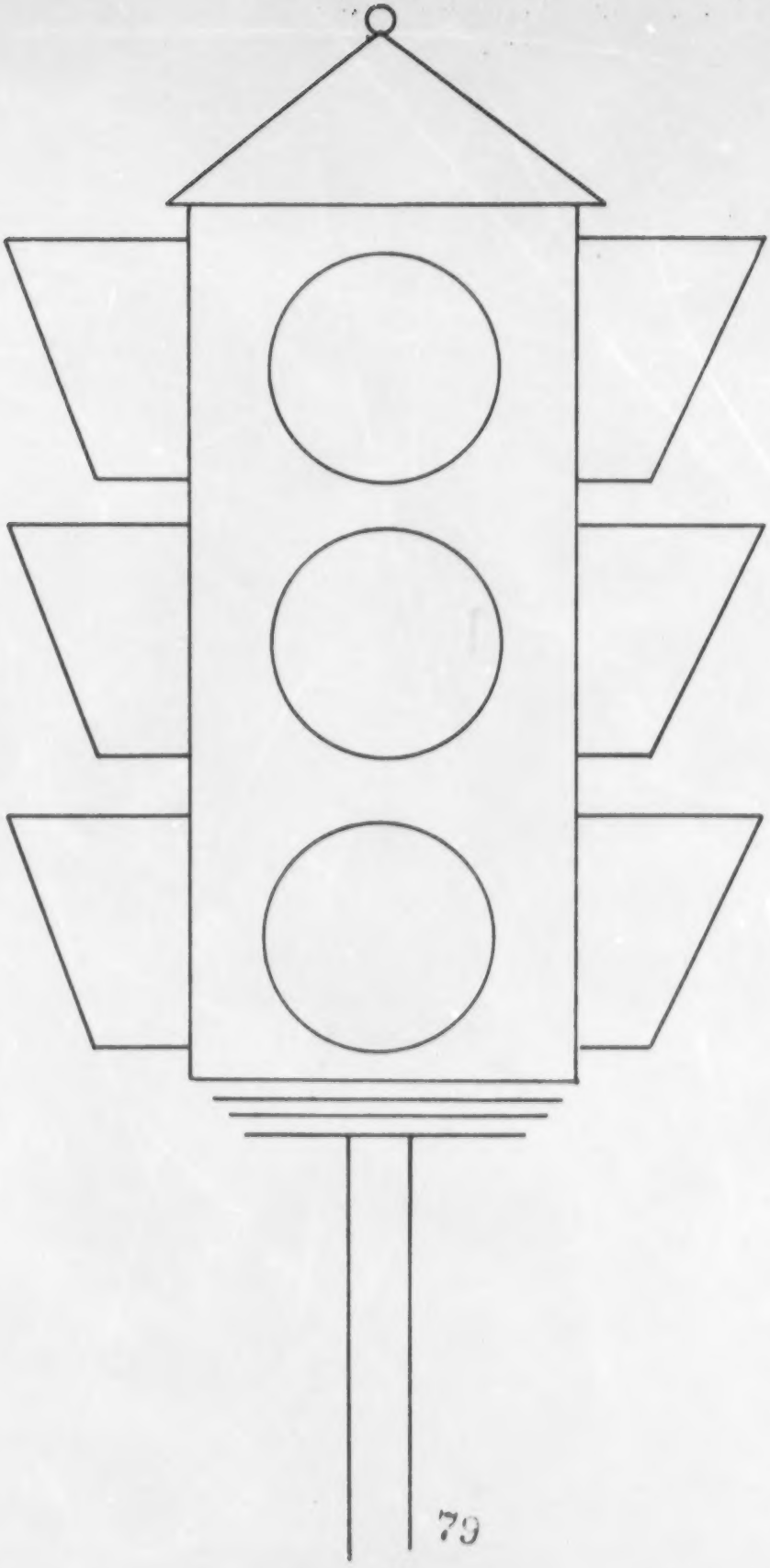
   b. Cut out four circles each of RED, YELLOW, and GREEN.

   c. Paste circles on all four sides of milk carton.

   d. Outline pasted circles with black crayon or magic marker.

   (To be used to teach the concept of using the light facing you in the direction in which you want to go.)

3. Traffic light window transparency.
   A traffic light colored transparency can be made for the windows. A sheet of yellow construction paper (12" X 18") may be used. Cut the circles out in the proper places. Then place red, yellow, and green transparency paper in the open circles. When placed on the windows of the classroom, light comes through to give a glowing effect.



79

4. How to make a traffic signal light:

This miniature stop light is 54 inches high, just the right size for small children. It is composed of three main elements: the base, the pole and the light. We used a box 12" X 9" for the base and cut a hole in the center of it, the diameter of which was slightly smaller than that of the pole. (This is so that the pole will be held firmly, without slipping.)

A mailing tube 34" long was used to make the pole, although a broom handle would work just as well.

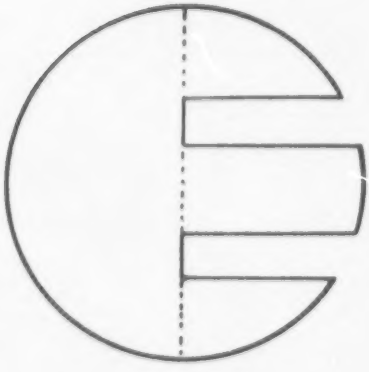
The light on top was made from a box 7" square and 18" tall. Since a box this size may be hard to find, you may have to make one yourself.

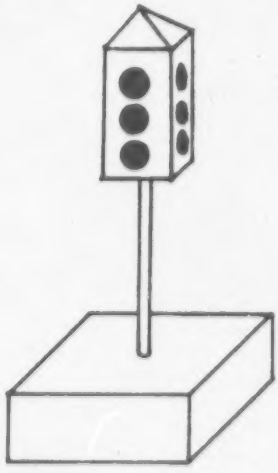
Once you have the shapes made for the base, pole and the light, cover them with black paper. To form the pointed top of the light, cut the paper for the sides of this box about 6" longer than necessary. Then glue the paper to the box, letting the extra 6" stand free. Fold a V-shape in each of the corners, pull the middle sections together at the top, and staple. Cut a hole in the bottom of the box to insert the pole.

The next step is to cut out the circles for the three lights out of red, yellow and green construction paper. Cut four of each color. Print STOP on the red, GO on the green.

If you want to make the shades that fit above the lights, here's how to do it: Draw a circle out of black paper about 1/2" larger in diameter than the colored lights. Then fold it in half. Unfold, and cut it so it looks like the circle drawing below. Next, pull all three tabs toward the center, just enough to make the shield fit over the colored light. Then staple or glue the appropriate colored light over it.

MATERIALS NEEDED: Two boxes; one long mailing tube or broom handle; red, green, yellow and black construction paper; stapler and glue.





80

PHYSICAL ACTIVITY

Conventional-Type Games Using the Traffic Signal Light

1. Up and Down
   Have the children in single file walk around the circle. When you give a certain signal (using the traffic light), all the children stoop quickly and continue walking with bent knees. When the signal is made again, all stand up and continue walking. On yellow wait signal, the children stand at attention. (When sufficiently skilled, the children give the signal.)

2. Change Ways
   Have the children in single file walk clockwise around a circle. When you give the signal, using the traffic light, all turn quickly and walk in a counter-clockwise direction. The signal is given at irregular intervals, and each time children change their direction. Marching, running, or galloping may be substituted.

AUDITORY MEMORY SKILLS — to be used with the Traffic Signal Light

Make construction paper cut-outs, red, green, and yellow, the same size as the signal light.

1. Single Direction
   Say, "Walk to the signal light." Have the child repeat the direction orally. Do this until single directions can be repeated and executed with efficiency.

2. Multiple Direction
   Your directions may be gradually increased as follows:

   a. Walk to the table, find the circle that means _ _____ (go, wait, or stop).

   b. Walk to the table, find the circle that means _____ (go, wait, or stop). Hold it in your _____ hand (left, right).

   c. Walk to the table, find the circle that means _____ (go, wait, or stop), hold it in your _____hand (left, right). Walk to the signal light.

   d. Walk to the table, find the circle that means _____ (go, wait, or stop). Hold it in your _____ hand (left, right). Walk to the signal light. Hold the circle up beside the matching signal light.

FINGERPLAY

Crossing the Street

RED SAYS STOP . (Hold up right hand in a stop gesture.)
AND GREEN SAYS GO (Extend right arm with index finger pointed.)
YELLOW SAYS WAIT.
YOU'D BETTER GO SLOW. (With index finger extended, wave right hand across body from right to left and back to right.)
WHEN I REACH A CROSSING PLACE. (Cross arms at waist.)
TO LEFT AND RIGHT I TURN MY FACE. (Turn head to left and then to right.)
I WALK, NOT RUN ACROSS THE STREET. (Demonstrate walking or use index or middle fingers to show first walking and then running.)
AND USE MY HEAD TO GUIDE MY FEET. (Point to head and to feet.)

USE OF OVERHEAD PROJECTOR - Ordinal review of the traffic signal light colors from top to bottom. Stress color, meaning and position.

Place a blank transparency sheet on the overhead projector. After a brief introduction, draw a red circle. Your discussion should emphasize the color red and its position (top circle). Follow the same procedure for yellow, meaning "Wait" in the second or middle position, and green in the third position meaning go, but look for turning cars. NOTE: The engineering operation sequence is red to green, green to yellow, etc.

DRAMATIZATION AND ROLE PLAYING - to be used with the traffic signal light.

CONCEPT TO BE DEVELOPED: Pedestrians must always yield to all emergency vehicles. Anytime there is a policeman directing traffic, obey him and not the signal light or walk light.

With either you or a child acting as the policeman, have the children walk in a simulated intersection while the lights are in operation. As a surprise element, select one child to play the part of an ambulance, fire truck, or other emergency vehicle. Have this child make the noise of a siren as he comes roaring through the streets and intersections. Stress the fact that this vehicle has the "right-of-way."

CREATIVE THINKING - LANGUAGE DEVELOPMENT
If a Signal Light Didn't Work

This should be a teacher directed activity with an experience chart to show the importance of the signal light. The teacher divides the class

into groups of four to five students. "What would you do if a signal light didn't work?" Each group will decide how to solve the problem. With your help, the children could draw a diagram as to how the area around the light would look when the signal was working and when it was not working.

ART

The Child's Role with the Signal Light

Make an experience book about the classroom light. Have each child color a picture of what he has seen or learned about the light. Then write a sentence of two on the bottom of each child's picture using a magic marker. The drawing may then be bound into a booklet and exhibited at an open house.

POETRY

1. MY TRAFFIC LIGHT

AT THE CORNER OF MY STREET,
THERE IS A TRAFFIC LIGHT I MEET.
EACH DAY I CROSS TO AND FRO,
AS BACK AND FORTH TO SCHOOL I GO.

IT KEEPS ME SAFE BY TELLING ME
JUST WHEN TO CROSS THE STREET SAFELY.
FOR RED ON TOP SAYS DO NOT GO,
WHILE YELLOW SIGNALS WAIT BELOW.
AND AS WE WAIT FOR LIGHT OF GREEN,
WE SEE AND HEAR WHAT SHOULD BE SEEN.
AND WHEN THE STREET IS CLEAR WE KNOW
THEN THAT'S THE TIME FOR US TO GO.

2. STOP SHINES RED

STOP SHINES RED,
GO IS GREEN
READY-STOP YELLOW
IS PLACED IN-BETWEEN.

WATCH FOR CARS,
OBEY THE RULES
AND YOU'LL ARRIVE
SAFE AT SCHOOL

*Note that recognition of the signal light colors and their meaning is the primary concern at this point. Teaching of sequence, i.e., red to green to yellow to red, is introduced at a later developmental period in the book.

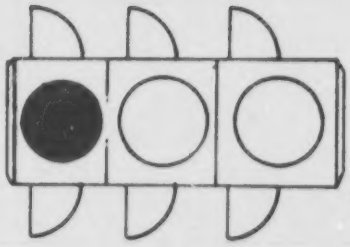
TRAFFIC LIGHT REVIEW

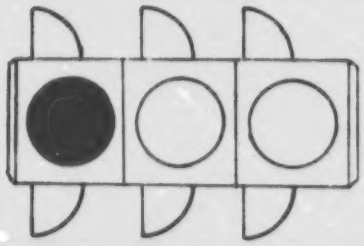
1. Group the children for a discussion. Then proceed as follows:

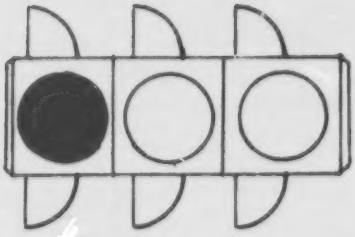
   Hold up the photograph of a traffic light —
   "Who can tell me something about this picture?"
   "Who can give this picture a name?"
   "Who can tell me how we use it?"
   "What colors do you see?"
   "What color is on the top? in the middle? on the bottom?"
   "Do all traffic lights have the red on top? the yellow in the middle? the green on the bottom?"
   "What does the red mean?"
   "What does the yellow mean?"
   "What does the green mean?"

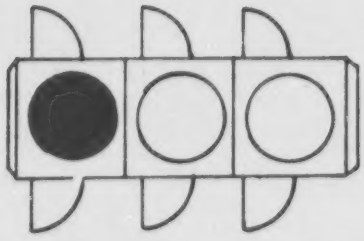
2. Divide the class into two groups. Ask one group to list all the changes they can expect to occur in the process of crossing a street. (The traffic light will change to green; the patrol boy will let pedestrians cross; moving cars will stop; standing pedestrians will start to walk across the street, etc.) Have the second group take the list and write ways in which the expected changes might occur in an "unexpected" way. (The signal light might be broken; the patrol might decide it is time to go off duty and leave the corner; a car might not stop when it is supposed to; halfway across the street a pedestrian might trip and fall.) When the two lists are completed, the class should discuss how they can be prepared to "expect the unexpected."

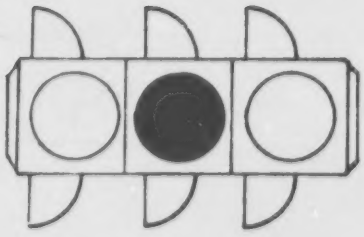
3. Reading Readiness
   Visual Discrimination
   a. Select the light that is different. (See DITTO MASTER C^1, page 69.)
   b. Select the signs that are the same. (See DITTO MASTER D^1, page 70.)

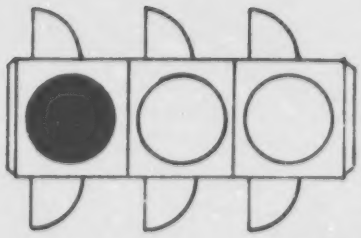


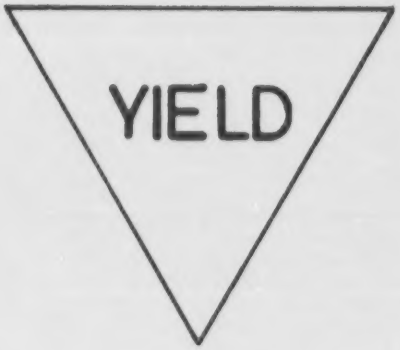











YIELD

STOP

STOP

ONE WAY

R
R

STOP

OBJECTIVE: Given the correct procedures for the use of the Walk-Don't Walk light through the learning activities, the student will be able to correctly identify and execute those procedures.

CONCEPT TO BE DEVELOPED: Both the signal and vehicle movement must be considered before making a decision. (Always look for turning cars regardless of what the signal is saying.)

PROCEDURES FOR USING THE WALK-DON'T WALK LIGHT

Interpretation of walk, don't walk, flashing don't walk:

a. Recognition of words "WALK" and "DON'T WALK"
   WALK - You may walk across the street, but don't forget to check for (left and right) turning vehicles.
   Flashing DON'T WALK - Continue crossing if you are already in the street; but if you are at the curb, do not cross.
   Steady DON'T WALK - Do not leave the curb.
b. Always look for turning or moving cars regardless of what the signal is saying.

When at an intersection with both a signal light and walk light, the pedestrian is to obey only the walk light.

INTRODUCTION

To introduce the "Walk, Don't Walk" light, use a flashlight. Have a student hold the light while he stands at the corner of the intersection. While the light is on, the children may cross the intersection.

When the child flashes the flashlight (turning it on and off), this will represent the don't walk situation and the children will remain at the designated corner.

ART

1. Make individual "Walk" and "Don't Walk" signs from precut letters. Have the children paste them, copying the model and saying the letters and words.

2. Match "Walk" and "Don't Walk" signs with pictures that illustrate a good time to walk across the street or a don't walk situation. Children can illustrate:
   a. A don't walk situation. b. A walk situation.

READING READINESS

Match the words — Seat work activity.

Directions: Draw a line to the matching word.

STOP	GO	GO	STOP	WAIT	STOP
GO	WAIT	STOP	WAIT	GO	WAIT
WAIT	STOP	WAIT	GO	STOP	GO

DRAMATIZATION

CONCEPT TO BE DEVELOPED: Look for turning cars regardless of what the signal is saying.

WALK — Have the children wear signs. As a MR. WALK, a child may walk across the street, but checks right and left for turning vehicles.

DON'T WALK — The child does not leave the curb. Other children may try a teasing game to get him across, but MR. DON'T WALK must never leave the curb.

FLASHING DON'T WALK — MR. FLASHING DON'T WALK can continue crossing if he is already in the street; but if he is at the curb, he does not cross.

FILM — O[1]

Can be obtained from:

AAA Foundation for Traffic Safety
102 West 25th Street
Baltimore, Maryland 21218
Phone: 889-9962

AAA Foundation for Traffic Safety
1712 G Street, N.W.
Washington, D. C. 20006
Phone: 638-4000

Otto the Auto Series D — "The Secret of the Pushbuttons" — Otto explains that the button isn't broken just because the light doesn't change immediately when the button is pushed.

STORY

Be Extra Alert in Bad Weather (See STORY E[1], page 73 and 74.)

Pages 73-74 of the orginal document are copyrighted and therefore not available. The article appearing on these pages is: "Otto the Auto Stories: Be Extra Alert in Bad Weather," by Mary Elizabeth Crabtree. No. 12. Copyright 1969 American Automobile Association.

FOLLOW-UP ACTIVITY

Teach a lesson about the purpose of switches, levers, and buttons. Introduce the lesson by pushing the light switch up. The class notes that the lights went on. Other examples:

a. Turning on the electric pump attached to the classroom aquarium.

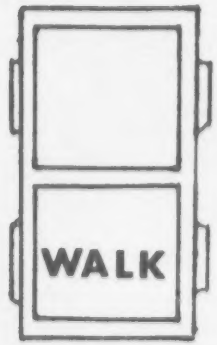
b. Turning on the record player.

Relate this concept to the "Walk, Don't Walk" signal in the classroom. Mention should be made at this time as to the difference between the "Walk, Don't Walk" signals in the classroom and the real signal outside. Classroom switches give immediate response but a real signal is programmed into the signal light and does not issue an immediate walk. Therefore, children must wait for the WALK sign to light up before crossing.

A class walk to a real pushbutton signal at a corner would be a valuable experience.

READING READINESS

Select the light that is different. (See DITTO MASTER F^1, page 76.)



76

99

91

OBJECTIVE: Through a series of activities, the student will be able to categorize the components of the Highway System.

CONCEPT TO BE DEVELOPED: The Highway System is composed of many different physical structures (stationary and moving) as well as people.

LANGUAGE CLASSIFICATION
Unrelated Word

Pronounce a group of three words, two of which are related. Then call on a child to pick out the word which does not belong. The position of the unrelated word can vary in the series. Or the class can clap hands on the wrong word.

policeman, whistle, toothpaste
stop, wait, ketchup
corner, cookies, traffic light

The series of words can be increased.

school, hot dog, crossing guard, signal
spaghetti, intersection, cars, traffic
seatbelt, car, football, tire, gasoline

Distinctions can get more difficult as the class proceeds.

AUDITORY RECALL
Irrelevant Sentences

Tell a simple little story. Put in one irrelevant sentence. Have the children pick out what does not belong in the story.

Suggestions:

This is the first month of school.
We will learn many things.
We will learn to be safe
Mother bakes delicious cookies.
Do you know who will help us?

The policeman will help us.
This house is very large.
He will teach us how to use the traffic lights safely.
He will help us cross streets safely.

The Bus driver will help us to be safe.
He will ask us to sit down and be quiet in the bus.
He will tell us to keep our heads and arms inside the window.
He will tell us how to get on and off the bus safely.
I love vanilla ice cream.

How do you get to school?
Jeff and Lisa and Dari walk to school.
Linda and Jodi ride in a car pool.
The dog has a pretty collar.
Karen and Bob and Tony come in a bus.

RELATED ACTIVITIES FOR COLOR RECOGNITION

1. Roll Call According to Color

   For signal light color and meaning reinforcement as the roll is called, have children answer by naming a color and giving the meaning of each color. Example: red - stop, yellow - wait, etc.

   You might have roll call according to color. This may be done in various ways. For example, you might place the children's names on pieces of construction paper of different colors. The child may answer roll call by saying the name of the color that his name is on. You might do this several days in a row and change the colors for each name daily. Or you may send the name home daily and suggest that the children look for the same colors at home. You may also vary the activity by having the child name the color and name an object in the room that is of the same color.

2. Color Point Game

   This game may be used for an individual activity or for free play. Place objects of different colors in a box. (Six colors.) These may be cut outs of construction paper. When each child finds the three signal light colors, he will get a point. Another point will be given when each child correctly names each of the meanings of the signal light colors.

3. Color Recognition Awards

   a. Have the boys cut a piece of paper into the shape of a tie and then color it the colors that they have studied.

b. Have the girls cut a piece of paper into a geometric shaped pin and then color it with the colors that they studied.

c. The class might also make Happy Day Pins and write at the bottom that they know their colors.

MATH

1. Draw a line to match the sets. One to one correspondence. Numerals: 1, 2, 3. (See DITTO MASTER C^1, page 80.)

2. Circle the correct numeral. Numerals: 1, 2, 3. (See DITTO MASTER H^1, page 81.)

3. Place an X on the set that matches the numeral. Numerals: 1, 2, 3. (See DITTO MASTER I^1, page 82.)

VISUAL DISCRIMINATION

Circle the one that is different. (See DITTO MASTER J^1, page 83.)
Select the hand that is larger. (See DITTO MASTER K^1, page 84.)

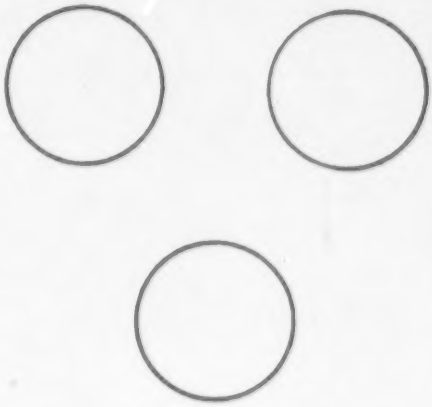
FILM - N^1

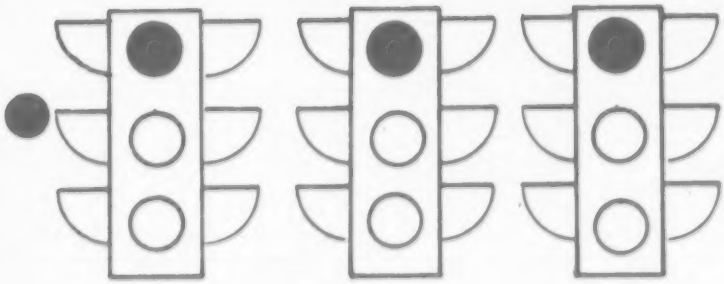
Can be obtained from:

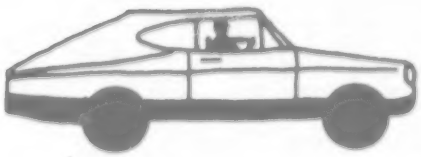
AAA Foundation for Traffic Safety
102 West 25th Street
Baltimore, Maryland 21218
Phone: 889-9962

AAA Foundation for Traffic Safety
1712 G Street, N. W.
Washington, D. C. 20006
Phone: 638-4000

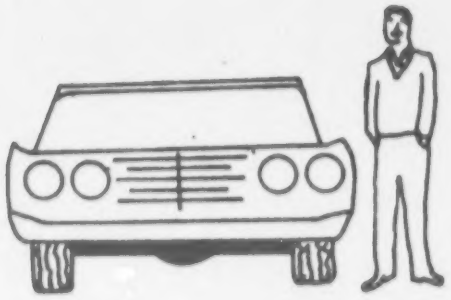
Otto the Auto Series D — "A Surprise for Otto" — asks the question "Does the green light always mean go?"







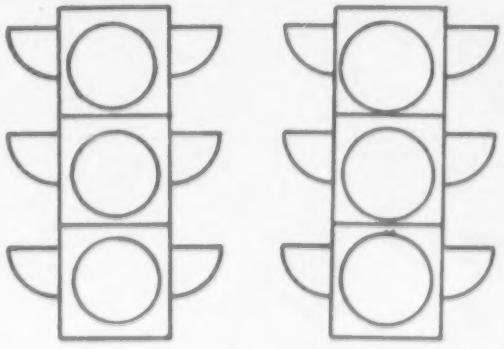
95



3 2 1

1 2 3

2 3 1



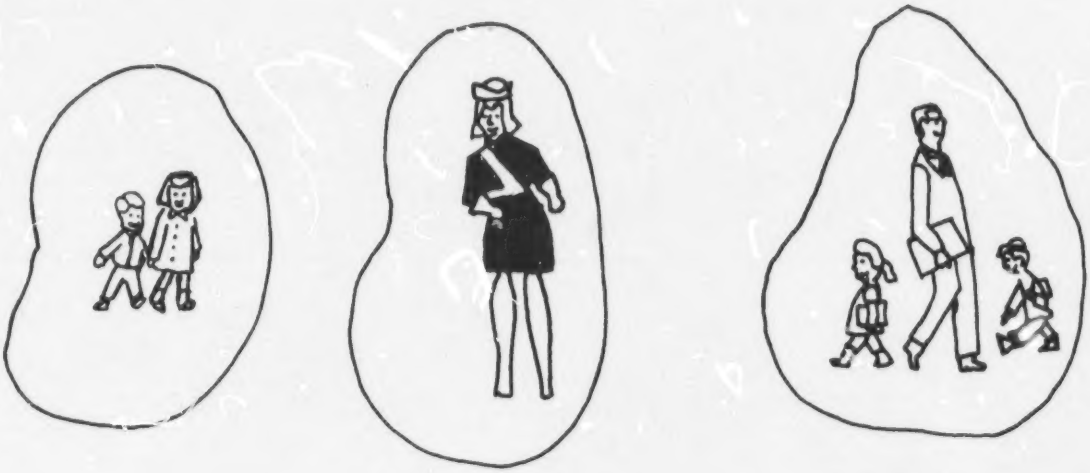
3 1 2

1 3 2

96 2 1 3

I'

1



2

3

87

ACTIVITIES FOR USE WITH MARKED INTERSECTION FLOOR PLAN

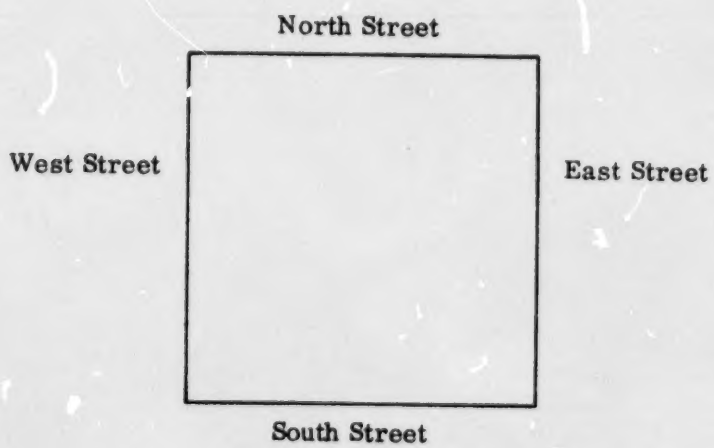
OBJECTIVE: Given specific traffic environment situations or problems by the teacher, the student will be able to demonstrate the desired behavior in a simulated intersection.

SITUATION I - Cardboard boxes may be made to look like vehicles by painting them with lights, fenders, bumpers, etc. Have the children push the cars while walking on their knees. A variety of traffic situations can be set up, such as vehicular traffic patterns or pedestrians crossing intersections as traffic flows.

SITUATION II - Using large sheets of rolled paper (60" X 45"), fold the paper widthwise and cut a hole in the center large enough to fit a child's head through. Have the children decorate the paper to look like various vehicles: for example, taxis, firetrucks, ambulances. When the drawing is completed, have the children place their illustration over their heads. The children can then dramatize various traffic scenes. Lessons can be varied by introducing dual traffic lanes and right and left turning lanes. The use of pedal cars and wagons can also be effective. Adding crossing guards and safety patrol boys adds reality to the traffic scene.

SITUATION III - Present simulated traffic situations utilizing the procedures on page 55 in which the children are responsible for their own decisions in crossing the street. Children dressed as vehicles can vary the traffic patterns and pedestrians can cross the intersection with or without the use of the traffic light.

SITUATION IV - Label the streets of the intersection by color, direction (North, South, East, and West), or by utilizing familiar street names. Then place the signal light at one of the corners. Direct each child to independently cross the street or cross with a friend.



SUGGESTED LAYOUT

Approximate position of light on any corner

SAFETY INSTRUCTIONAL SYSTEM

Size and scale dictated by space available.

One half of an intersection may be used.

102

Use chalk or masking tape on floor.

103

SUPPLEMENTARY ACTIVITIES

S^1 Red, Yellow, Green Light - John S. Murray

S^2 Safety First - New Music Horizons - Second Book

S^3 Stop and Look - Naomi Caldwell

S^4 The Traffic Policeman - M. St. John and A. Burke

S^5 The Traffic Cop - Second Grader, Ohio State University School

S^6 Traffic Safety Game

S^7 Perception Skills for Distance Judgment

S^8 Sequence Stories

a. Crossing the Street with Mother
b. Reading the Traffic Light
c. Ann and Billy

S^9 Safety Patrol Boy Activities

S^{10} Complete the Picture Ditto:

a. Waiting to cross a street
b. Walking to school

S^{11} Joshua and the Traffic Light

S^{12} Story - Ghip's Challenge

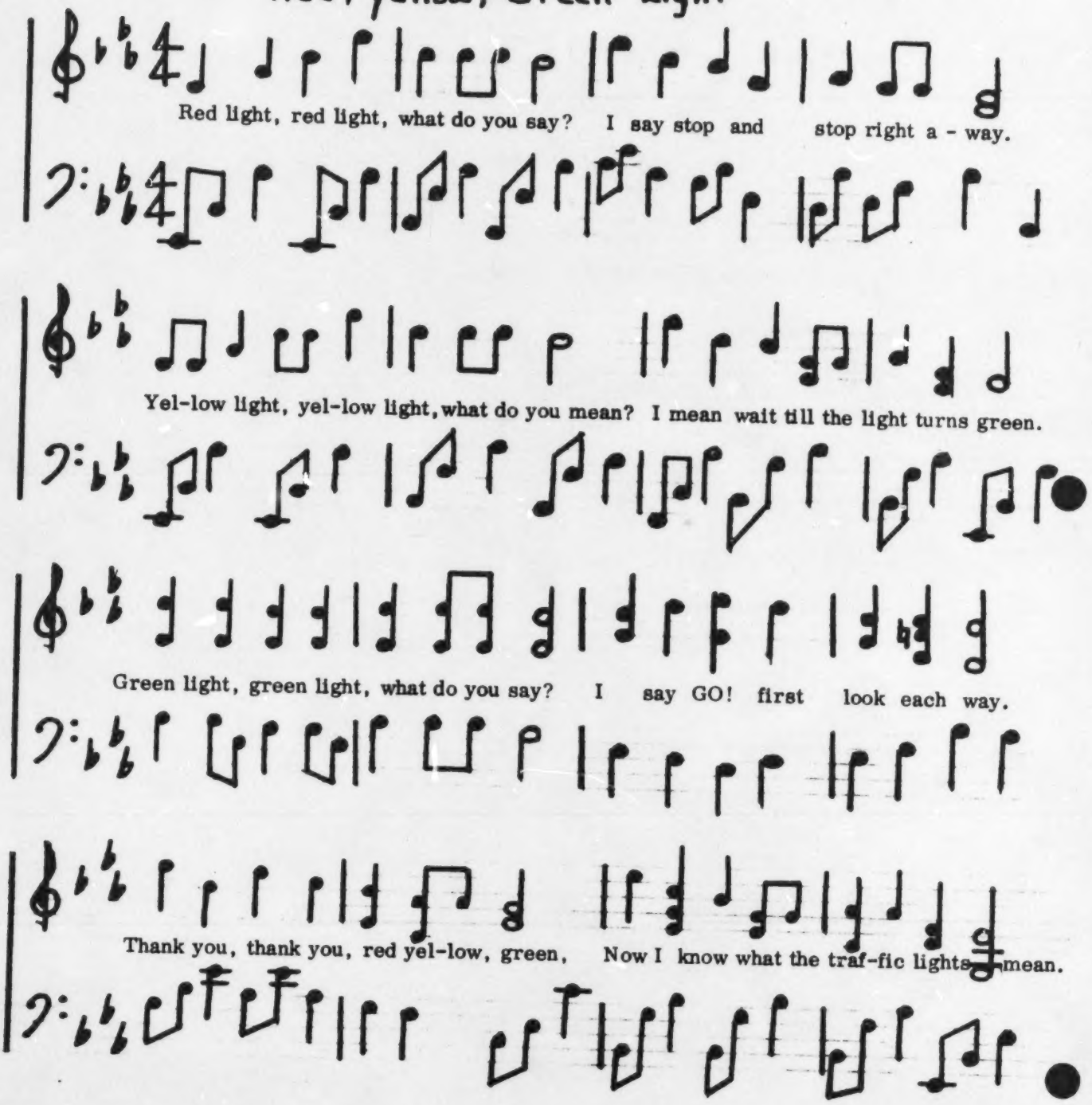
S^{13} Field Trip, Resource People

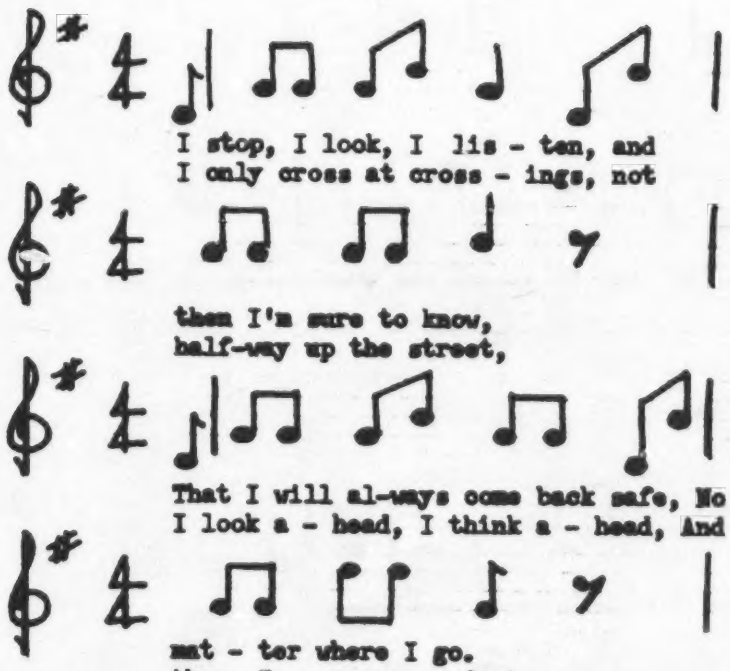
S^{14} Bulletin Board

S^{15} Culminating Activities

S^{16} Bulletin Board Ideas

Red, Yellow, Green Light

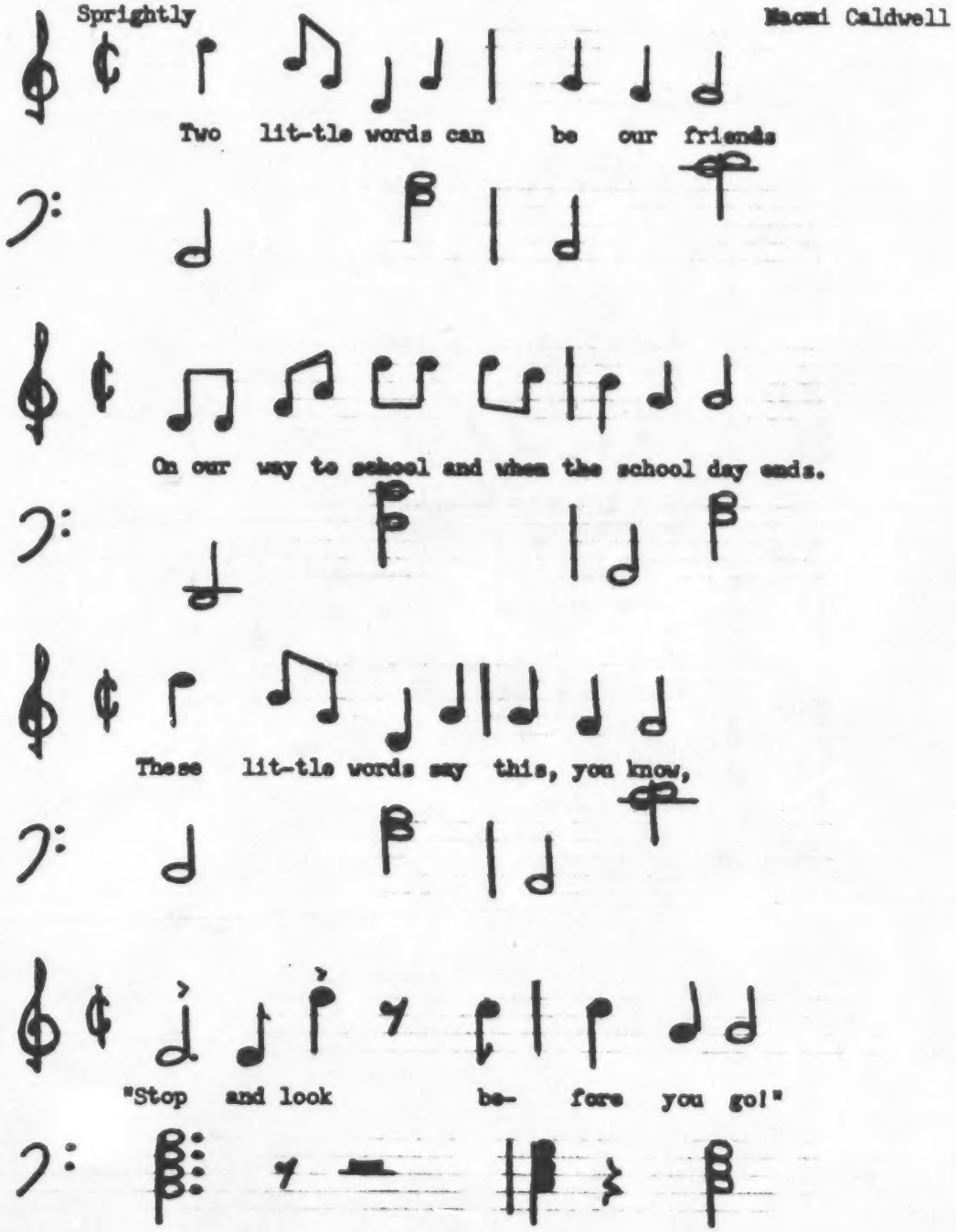

Red light, red light, what do you say? I say stop and stop right a - way.
Yel-low light, yel-low light, what do you mean? I mean wait till the light turns green.
Green light, green light, what do you say? I say GO! first look each way.
Thank you, thank you, red yel-low, green, Now I know what the traf-fic lights mean.

Safety First

I stop, I look, I lis - ten, and
I only cross at cross - ings, not
then I'm sure to know,
half-way up the street,
That I will al-ways come back safe, No
I look a - head, I think a - head, And
mat - ter where I go.
then I use my feet.

New Music Horizons Second Book
Silver Burdett

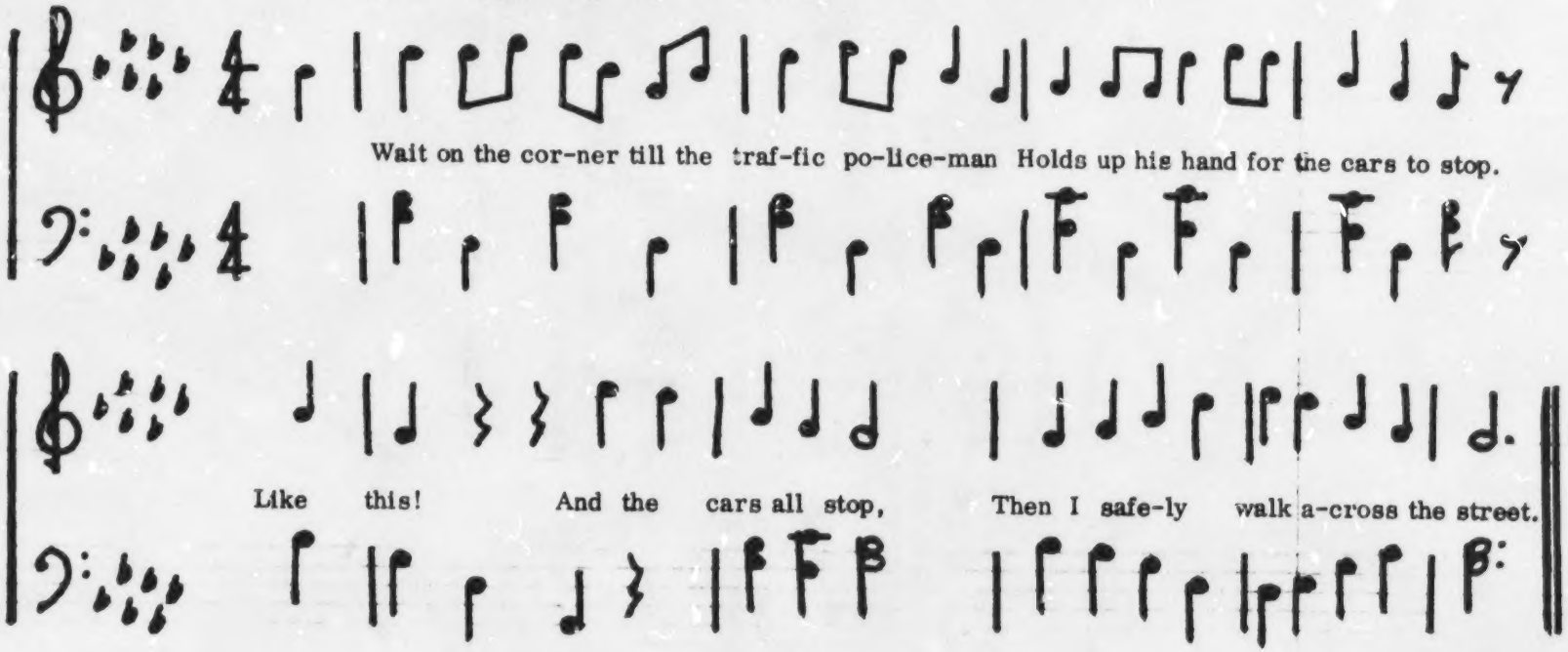
Stop and Look!

Sprightly

Naomi Caldwell

Two lit-tle words can be our friends
On our way to school and when the school day ends.
These lit-tle words say this, you know,
"Stop and look be- fore you go!"

Music for Young Americans
American Book Co. 1966
Words by Marianne St. John
Music by Anthony Burke

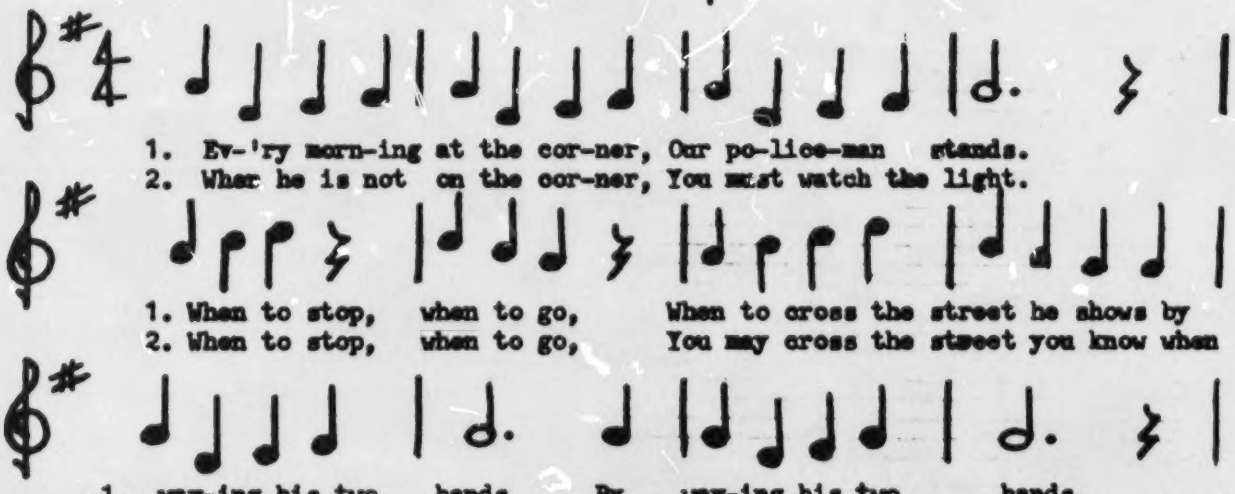
The Traffic Policeman


Wait on the cor-ner till the traf-fic po-lice-man Holds up his hand for the cars to stop.
Like this! And the cars all stop, Then I safe-ly walk a-cross the street.

1. Two groups of children pretend that they are at an intersection, one group going one way, the other group going another:

2. One child can be the traffic policeman; a second can be the traffic light; and the others can be people waiting to cross the street.

The Traffic Cop


1. Ev-'ry morn-ing at the cor-ner, Our po-lice-man stands.
2. When he is not on the cor-ner, You must watch the light.
1. When to stop, when to go, When to cross the street he shows by
2. When to stop, when to go, You may cross the street you know when
1. wav-ing his two hands, By wav-ing his two hands.
2. green is shin-ing bright, When green is shin-ing bright.

MUSIC AND WORDS BY SECOND GRADES
OHIO STATE UNIVERSITY SCHOOL

Can you be the policeman who directs traffic at the busy corner?

TRAFFIC SAFETY GAME

Traffic Techniques

This project may be used following a lesson on traffic safety or as a gentle reminder before pupils go home. Draw crosswalks with chalk on the classroom floor or on the playground. Make the streets as wide as possible so that there is plenty of room for the coming and going of "cars." Divide the children into three groups:

1. Policemen, who may wear paper armbands or caps, to designate their office. One of these policemen is selected to blow his whistle when he wants the cars to go or stop and the children to cross the street or remain on the sidewalk.

2. Cars.

3. School children.

I. (All three groups repeat as they walk to their designated stations.)
Let's play the traffic game!
Let's play the traffic game!
We'll learn to follow each traffic rule;
And our mothers won't worry when we go to school.
If we always follow each traffic rule.
Let's play the traffic game!

II. (Repeated by the policeman)
We are the traffic cops!
We say when to STOP and we say when to GO; (giving proper signals)
If the children will watch us they'll always know
Just when to STOP and just when to GO,
When we play the traffic game.

III. (Repeat as the cars in position on the roadway begin moving slowly. They should keep moving except when commanded to STOP by the policemen.)
We are the cars that move on the street.
We don't go too fast, and we don't go too slow,
And we watch for the signals STOP and GO;
We don't go too fast, and we don't go too slow
When we play the traffic game.

IV. (Repeated by the children)
We're the children coming to (going home from) school.
We'll know when to Go, and we'll know when to STOP
If we stand on the corner and watch the cop;
He'll say when to GO, and he'll say when to STOP
When we play the traffic game.

—Marguerite Atherton

PERCEPTION SKILLS FOR DISTANCE JUDGMENT

Here's a little game that looks easy but turns out to be harder than you might think at first glance.

O X

Place the point of your pencil on the X. Now study the distance between the X and the O at the left of this column. When you think you've got it memorized, cover your eyes so you can't see either the X or the O. Now lift your pencil from the X and, without peeking, try to place it down inside the O. Uncover your eyes and see how close you came. You probably missed it more than you thought you would. Now check the distance between where your pencil point is and the zero. Try to get a good mental picture. Then close your eyes and try again. Repeat this until your pencil finally lands inside the zero. The average person needs about three tries to reach this goal. What does this prove?

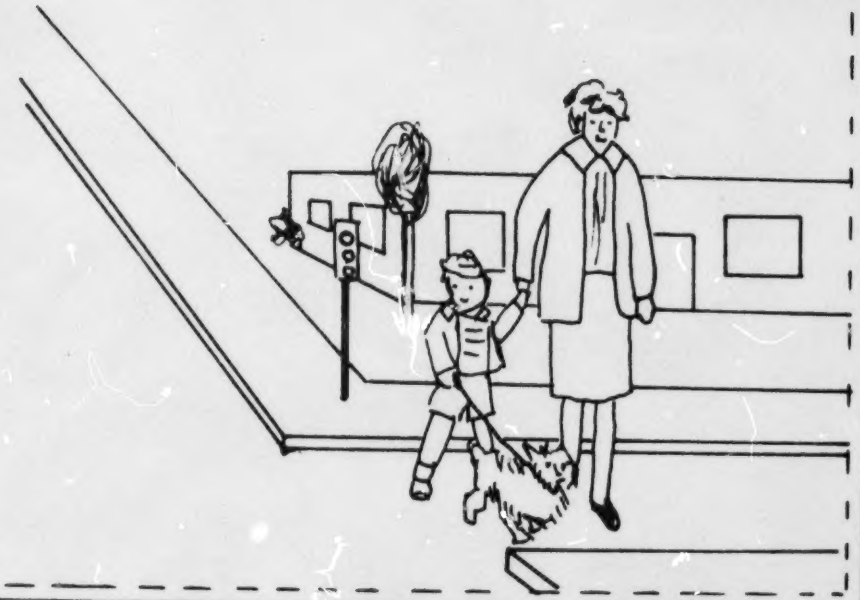
First, the best way to get where you're going is to keep your eyes open. This is especially important when you're crossing a street. To get across safety, you must use your eyes to look in all directions for traffic that might be dangerously close. Second, it's not enough to look just once and then to try to rely on what you remember. Take crossing a street for instance. If you take a quick glance, see a car, and figure you've got enough time to make it across safely without looking again, you may be in for trouble. A slow-moving car could suddenly pick up speed or another car may be traveling faster than you think. You'll be wise to look once and then again and yet another time while you're crossing. You need more protection than you get by looking at one spot in one direction. It's smart to keep checking in all directions and expecting trouble from any one of them.

Here's a little experiment you can easily do that will demonstrate how important it is to keep both eyes open and moving.

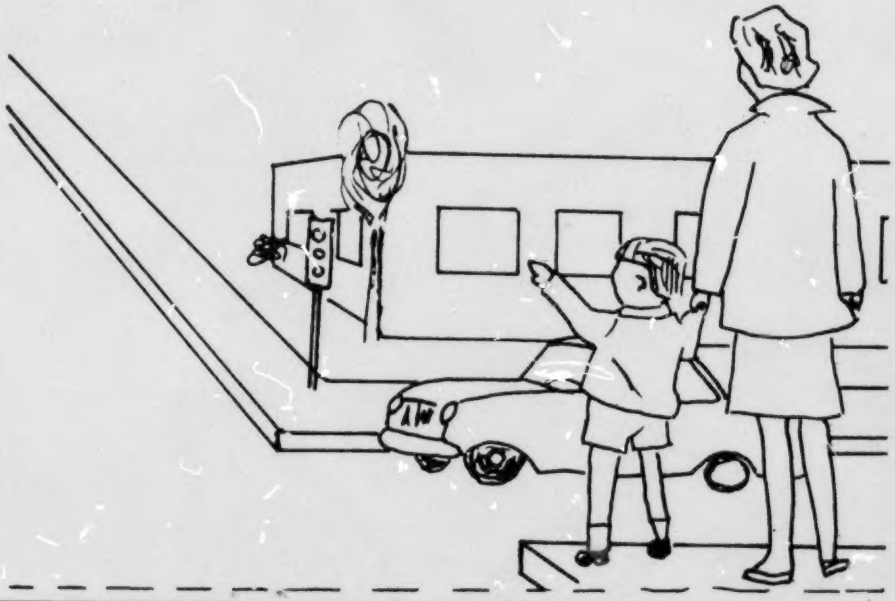
2 4

Hold this page about 10 inches from your face. Now, close your right eye or hold your hand over it. Stare at the 4. Start moving the page closer to your face. The 2, which you could see when you first looked at the page, will suddenly disappear. It will appear again, of course, if you open both eyes or look at it.

Suppose something like this was happening at an intersection just when you were ready to cross the street. If the 2 were a car heading straight for the spot where you're going to cross the street, you might step right into a serious accident. If your eyesight was partly obstructed or was fixed on some other car or object, you might never see the speeding car bearing down on you—but you'd soon feel it!

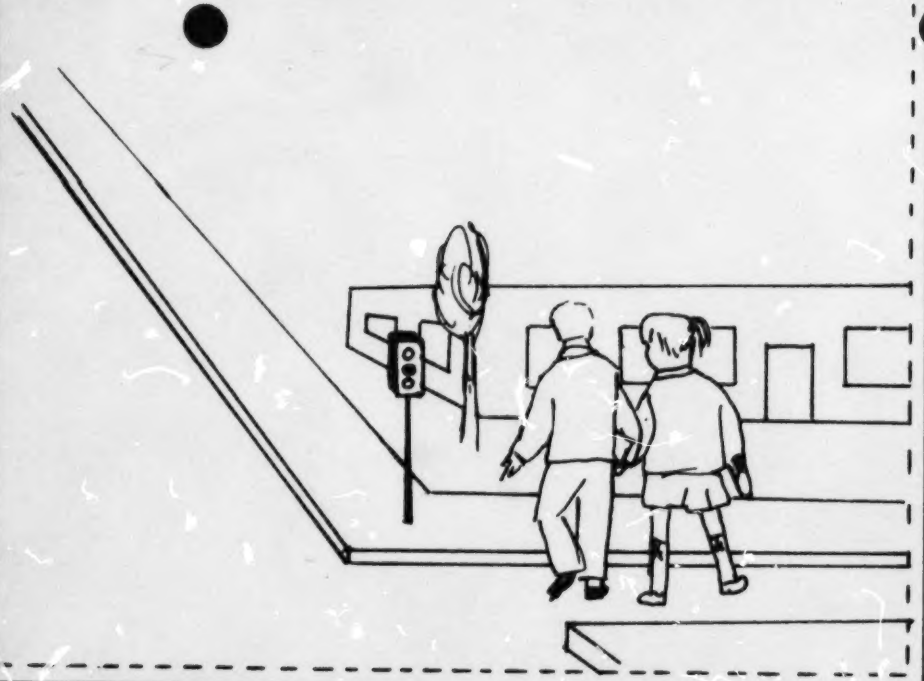


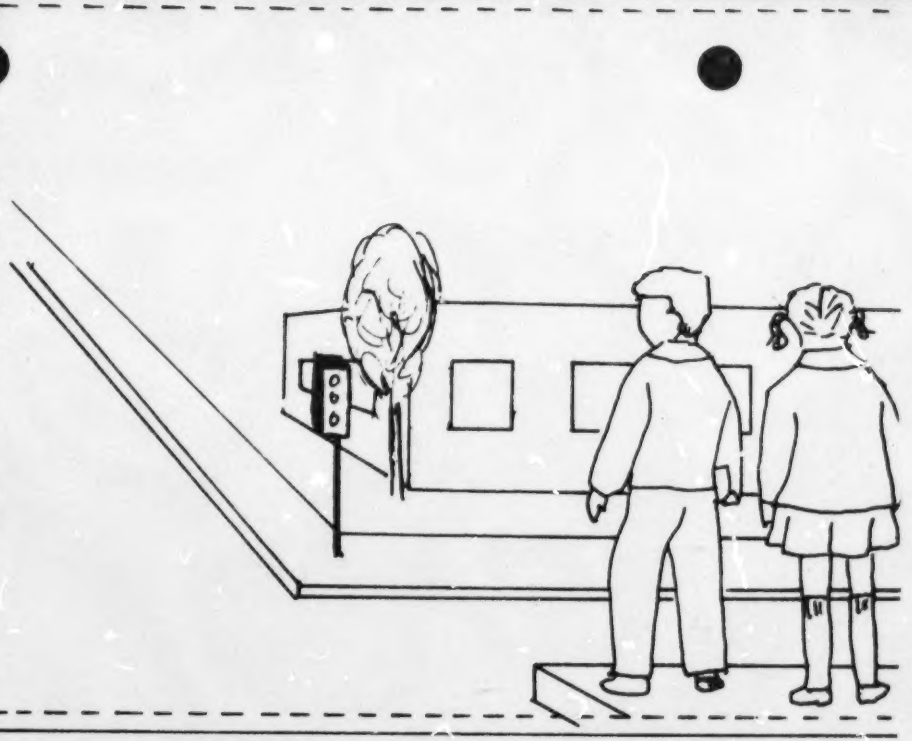
113



114

S8a



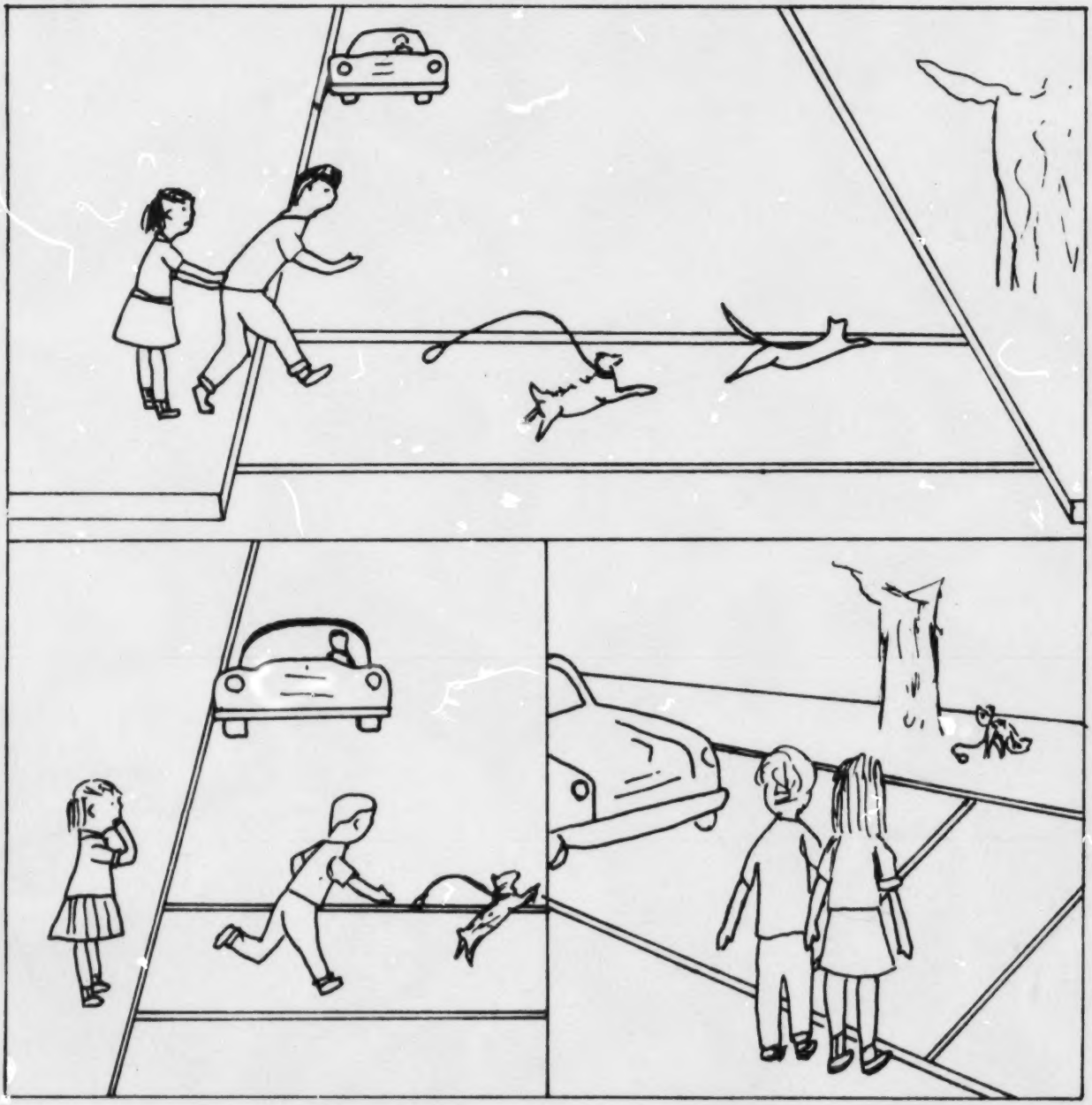


96

115

116

96



Here we see Ann, Billy, and their puppy, Jeep. Where are they? What do you think happened? Why do you think that Ann is holding onto Billy? What is coming in the street? Is Billy being careful? Why not? Will Jeep reach the other side before the car comes?

What would you do if you were Billy? What do you do before you cross a street? How do you cross? Why should you walk?

For the Class To Do

1. Study the two lower pictures and draw a line under the one showing the safe thing for Ann and Billy to do.
2. Draw lines on the play space to represent a street with crosswalks at the corners. Use blocks for cars. Dramatize the safe way to cross.

LANGUAGE

Resource Person - Patrol Boy

After hearing a patrol boy speak to the class, have the children act out the proper procedure for crossing an intersection.

Invite a patrol boy in advance to visit the class on this day.

a. Discuss his duties as a patrol boy.
b. Demonstrate his equipment.
c. Explain to the children the proper procedure in crossing the street where a patrol boy is on duty.

    1. Where and how to stand and wait
    2. The proper time to cross
    3. How and where to walk

d. How does the patrol boy help the crossing guard?

The children may ask questions at this time. After the patrol boy's visit, the teacher may want to ask some of the following questions:

a. Why should patrol boys be obeyed?
b. Where should you stand before you cross the street?
c. Why do schools use crossing guards?
d. Why do schools use patrol boys?

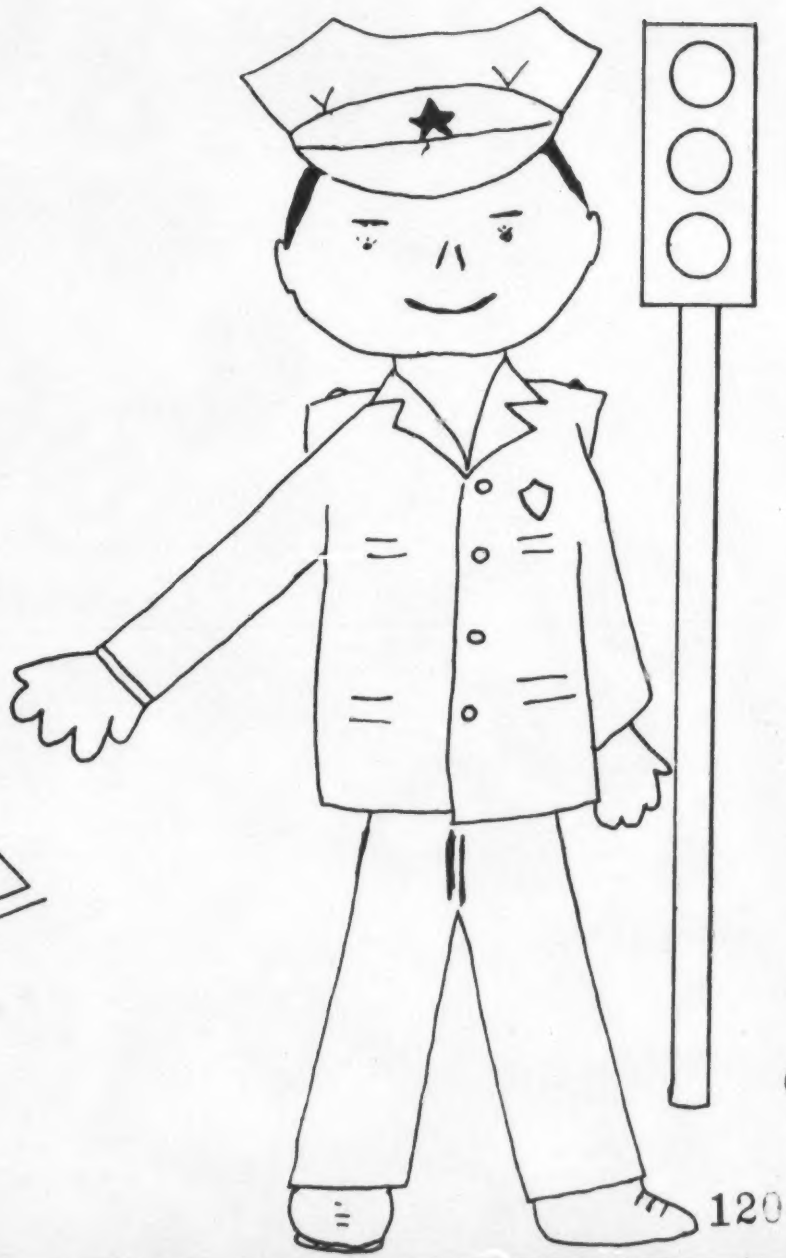
ART

Safety Patrol Belts

MATERIALS: Three 4" x 18" strips of orange construction paper, glue, scissors, crayons, stapler, yellow circle with safety patrol on it, dittoes, and a patrol boy speaker (to be arranged in advance.)

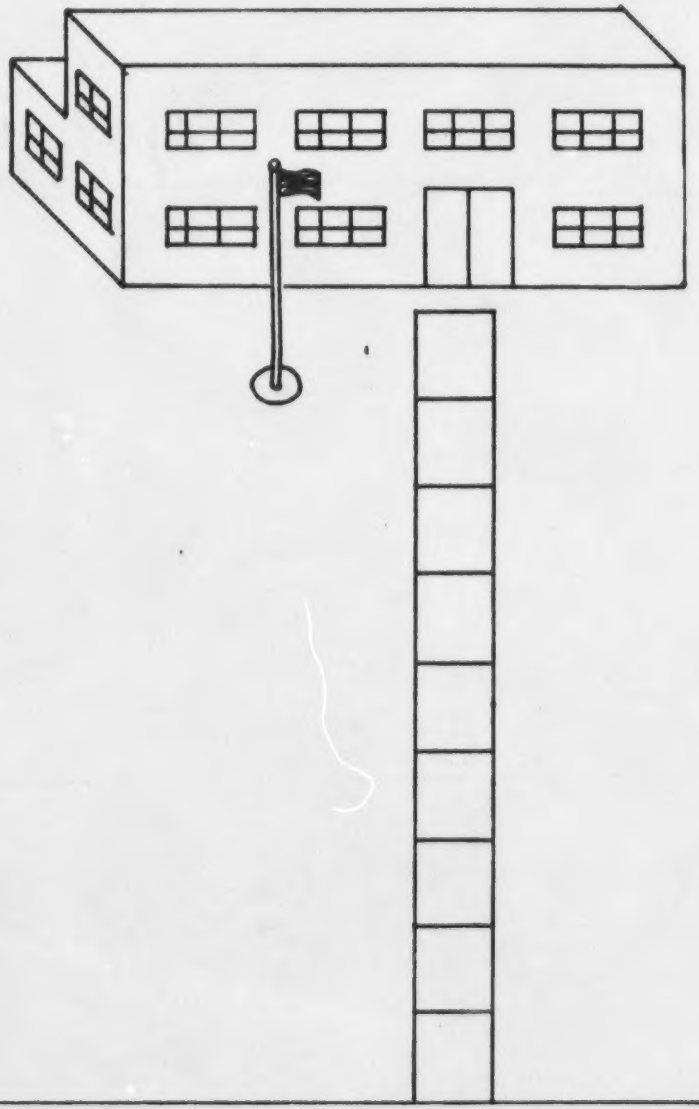
Make orange patrol belts. Give each child three 4" x 18" strips of orange to color and decorate with safety symbols. Then staple them together. Staple two around the waist and the third one diagonally over the shoulders. Staple a yellow circle with safety patrol written on it to the diagonal strip of the belt.

DRAW YOURSELF AND A FRIEND WHERE YOU WOULD BE WAITING TO CROSS THE STREET.



DRAW A PICTURE OF YOURSELF AND A FRIEND WALKING TO SCHOOL.

THE CHILDREN YOU DRAW SHOULD BE WALKING ON THE LINE.



JOSHUA AND THE TRAFFIC LIGHT

It was the first day of school!

Joshua Little bounded down the stairs two at a time in his new school clothes and freshly polished shoes.

"Look, Dad, I'm ready!" he laughed. "When do we leave?"

"Not before breakfast," his father smiled, "I'll take you to school today, since it's the first day, but after this, when the weather is nice, it will be your responsibility to get to school safely and on time."

Josh knew all about that big word, "responsibility." It was his responsibility to clean his room; his responsibility to help his mother when she needed him; his responsibility to keep clean and to be a good friend. Now he had a new responsibility—to get to school safely and on time.

He had walked to the school with his mother last week. He knew the way by heart. His mother had called it the "safest route." She explained that meant walking on sidewalks and crossing streets only at corners.

After breakfast Josh and his father were on their way. Josh saw many boys and girls walking to school along the safest route. At one corner, where the route crossed a busy street, he saw the boys and girls wait as they watched the lights on a traffic signal on the other side of the street. When the light changed to green, the boys and girls looked all around and then crossed the street.

Joshua's father let him out at school, reminding him that his mother would meet him for the walk home in the afternoon.

"Good morning, boys and girls," Miss Hale, Joshua's teacher, said. "Welcome to Shady Brook School." Then she asked everyone to tell how he came to school. "It is very important for you to know the safest route. It is also important for you to know and obey the traffic rules that will help you get to school safely," she said.

Miss Hale held up a circle of red paper. "What color is this?" she asked the class. "Red," they said, all at once. They called out "green" and "yellow" when Miss Hale held up two other circles.

"Who knows where you can find all three of these colors together?" the teacher asked.

Josh thought hard. Where had he seen just those three colors? On a clown at the circus? In his alphabet book? In his grandmother's garden?

Suddenly he knew!

"Joshua Little," Miss Hale called.

"On a traffic light," Josh answered happily.

Josh was so excited about knowing the answer that he hardly heard what Miss Hale said next.

All through the day Miss Hale asked many questions, but Joshua found that if he thought hard enough, he usually knew the answers.

After school he told his mother all about his wonderful first day as they walked along the safest route. But at the corner of the busy street, Josh felt a little shiver in his stomach. Big cars whizzed past making thundering sounds with their motors.

A fourth-grader who had been standing at the corner looked at Josh and laughed.

"What's the matter, kindergarten baby?" he sneered. "Afraid to cross the big street by yourself? Just watch me." Without looking, he started to run into the street.

What happened next happened so fast that Joshua almost didn't see it. His mother leaped forward. She grabbed the big boy by the collar of his shirt and pulled him back to the curb just as a car screeched to a stop in front of them.

The driver of the car rolled down a window and leaned out.

"Young man, that lady just saved your life," he said sternly. "You should know that you can cross only on the green light."

The boy looked as if he were going to cry. As soon as the light turned green, he ran swiftly across the street without looking back.

Joshua and his mother crossed the street, too, but they looked all around first.

"Am I what that boy said I was?" Joshua wondered out loud. "A kindergarten baby—because I didn't cross the street by myself?"

"No, I don't think you are a baby," his mother said. "I think that boy was very foolish. You will learn to cross the street by yourself—safely."

Josh felt better, but he couldn't stop thinking about being called a baby. He wasn't a baby. He was a boy who knew what responsibility was and how to live up to it.

Joshua was ready when bedtime came. He didn't even remember closing his eyes. But the next thing he knew, he was walking along the safest route toward the busy corner—all by himself. More cars than ever seemed to whiz by. Josh felt very small—almost as small as a baby.

"Hello, there, Joshua Little." A voice seemed to come out of nowhere. Josh looked right and left and all around.

"Say, that's very good!" the voice said. "You're going to be a great street-crosser."

The voice was coming from above Joshua's head. He looked up, but all he could see was the traffic light changing from green to yellow.

"Yes, it's me, Teddy the Traffic Light." And so it was! The traffic light had come to life!

"I understand you've been worried about crossing at this busy corner by yourself," the traffic light said.

"A little bit," Joshua admitted.

"Well, that's what I'm here for—to make it safe for you to cross. But I can only do that if you help me."

"How can I help?" Joshua asked.

"By doing what I tell you to do," Teddy said.

"Will you always be able to talk to me?" Josh asked.

"Not after today, but I'll *show* you what to do with my lights. You remember the colors yellow, red and green, don't you?"

"Sure. They'll all together on a traffic signal—like you," Josh answered.

"That's right. But you didn't listen very well to the other things Miss Hale told you about fellows like me. You had better pay attention this time. Here's what to do: When my light is yellow—the

way it is now—slow down and wait. Don't try to cross because in just a few seconds—like now—I'll turn to red. Or, if the light turns yellow while you are crossing, keep walking quickly to the other side. You know what to do when the light is red, don't you?"

"Yes," Josh replied. "Stop. Don't cross, no matter what."

"Good boy," Teddy said. "Here's a tougher question. I'm changing to green now. What should you do?"

"That's not so hard. Now I can go," Joshua said.

"Hold on a minute. Are you just going to walk into the street?" Teddy asked. "What about that blue car? It's turning right into your path!"

"Whoops!" Josh stepped quickly back to the curb. "I guess I'd better look before I cross," he said.

"Right," said Teddy. "Even if my light is green, you should look right, left and all around to be sure it is really safe to cross. And one more thing—remember which one of us to watch."

"Which one of you to watch?" Joshua was puzzled.

"Sure. Look—I have a brother on every corner," Teddy said. Joshua looked. On all four corners where the two streets came together there was a traffic light that looked like Teddy. The four lights seemed to wink back at Joshua.

"The light on the corner straight ahead is the one that tells you what to do," Teddy said.

"I guess there's not much to be afraid of crossing this busy street if I just remember to watch the light straight ahead. When it's yellow I stop and wait on the corner, unless I am already crossing when it turns. Then I go quickly to the other side. When the light is red I stop and don't try to cross at all. When the light turns green, I look all around, and cross only when it's safe."

"You've got it now, Joshua Little," said Teddy. "You watch my brother, Tom, over there and you'll be across the street and on your way home before you know it," Teddy said.

Just then Tom and Teddy turned their lights to green. Joshua looked left, right and all around, and then he looked up at Teddy.

"Thanks a lot, Teddy Traffic Light," he said. "Now I can cross the street all by myself—safely."

Joshua kept looking for cars as he crossed on the green light. "Thanks, Tom," he said as he passed the light on the other corner. But Tom didn't answer. When Joshua looked back at Teddy, all he saw was an ordinary traffic light changing from yellow to red. Josh felt a little sad that his friend was gone. But then he heard someone calling his name.

"Joshua."

He opened his eyes.

"Time to get up, Josh," his mother said.

"Hey, Mom, I had a funny dream," Josh said, shaking his head to be sure he was awake.

"What was it about?" his mother asked.

"Oh, about walking to school and the busy corner. You know, Mom, walking to school isn't going to be so hard. I know I'll meet a couple of friends along the way," Joshua said.

"You'll probably meet lots of other boys and girls," his mother said.

"Oh, yes, that kind of friend, too," Joshua said, laughing to himself at the puzzled look on his mother's face.

* * * * *

Questions for Discussion:

How did Joshua feel at first when he had to cross the busy street?

Do you ever feel that way when you have to cross a street?

What made Joshua feel safe about crossing the street?

What did Joshua learn from Teddy the Traffic Light?

Some traffic lights tell walkers *when* to cross the street. What tells them *where* to cross?

Traffic lights tell people walking what to do and others also. Who are these other people?

What would happen if there were no signs, signals or pavement markings?

Why is it important for you, as a walker or as a bicycle driver, to do what the signs, signals and pavement markings tell you to do?

Evaluation Activity:

Using a broomstick, an empty shoe box and colored paper, have students make a model traffic light similar to the ones found in their community. The light should be designed so that traffic can be directed by it in all directions of an intersection.

Have some children play the role of pedestrians and others the roles of auto drivers and cyclists, They should respond to the model traffic signal at a marked intersection, being careful to follow local procedures.

Evaluate student's ability to obey traffic signals properly both as pedestrians and drivers.

CHIP'S CHALLENGE

In a city far, far away a little boy named Chip was very sad, for he had checked his bank and found it was empty. He didn't know what to do. His brother Tom was having a birthday in two days, and he didn't have money to buy Tom a gift. Chip asked his friend Nick what he should do. At first Nick told Chip to run errands to get some money or to make Tom something. Chip knew he didn't have enough time to do either, but he wanted to get his brother Tom a birthday present. Poor Chip; he felt so sad.

On his way home from school the next day, Chip looked into the store windows as he walked along. He was looking at many things that would make a nice present for his brother. As he walked along, he noticed a sign in the window of a drug store that said "We are having a contest. Come in and get an entry blank. Contest ends tommorrow." Chip went into the store and asked the man behind the counter for an entry blank. "Good luck," said the man as he handed Chip the entry blank.

In his room after dinner, Chip pulled the entry blank from his pocket and studied it. He realized that it was a puzzle with a missing piece. To win the prize, Chip had to guess the correct missing part. Chip tried to figure out what the missing piece could be. Soon Chip's bedtime came. He had to put the picture away for he had to get ready for another day at school.

The sun was shinning brightly on the floor of Chip's room as Chip opened one eye, then the other. He realized it was daybreak, so he sprang out of bed and dressed himself. He ate breakfast, brushed his teeth, and washed his face. Chip realized that he was late for school, and he had to hurry because Nick was waiting for him so that they could walk to school together.

Chip knocked on Nick's door and fortunately Nick was ready. The boys hurried down the street together. As Nick and Chip approached the street corner, Chip started to walk across without looking at the light. While Nick was looking at the light, he heard a car coming along the street, and he suddenly realized that Chip was about to walk into the street. Nick reached out and grabbed Chip by the sleeve and pulled his back just as the car sped by. Chip quickly realized he wasn't paying any attention to the light and had almost had an accident. Chip barely made it to his room before the bell rang.

At recess time, Chip took the ball to the playground to play. As he bounced the ball, Chip was in deep thought about the contest. Today was his last chance; this was the contest deadline. Poor Chip, he kept thinking of the clues. In the puzzle there were trees along a sidewalk. On the other side of the picture was a sidewalk, people, signal lights, and cars. There was a part missing where the people got from one sidewalk to the other and the cars crossed from one street to another. What was it? (At this point, the teacher

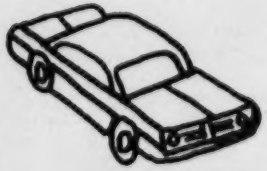
can stop and (1) ask the children to verbally identify the missing piece; (2) pass out the corresponding ditto and have the children identify; or (3) use the corresponding transparency, discuss, and have the children draw in possible solutions.)

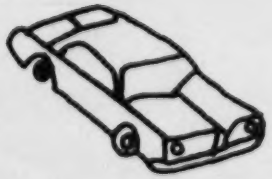
This all looked familiar to Chip. As he was thinking, he suddenly realized what the answer was. Chip was so excited!

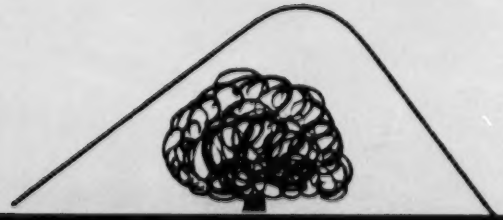
The rest of the day went quickly and school was out! Chip met Nick outside of the school and told him that he thought he had the answer.

Both boys went directly to the store and gave the man behind the counter the entry blank with the answer neatly drawn on it. The man behind the counter took the paper from Chip and looked at it carefully. He then said to Chip, "Yes, young man you have won." "Whoopie!" shouted Chip. The missing part was an INTERSECTION! "I guessed the right answer," said Chip. The man then said to Chip, "Don't forget your prize." He handed Chip a box. Chip was glad he now had a birthday surprise for Tom. He didn't open the box; instead he carefully carried the box under his arm and merrily walked home.

He raced through the doorway, handed the box to Tom, and said, "Happy Birthday!" As Tom took the box he could feel it shaking. He could not wait any longer to open it, but he didn't have to because the lid popped up and a wet nose poked his hand. Out jumped a black and white puppy, Chip's birthday present for his brother!







FIELD TRIPS AND AVAILABLE PROGRAMS

1. William T. Melzer, Deputy Traffic Engineer
   Department of Traffic Engineering
   Baltimore County
   Room 245, Jefferson Building
   Towson, Maryland 21204

   Tour of various aspects of TRAFFIC ENGINEERING. Children will be able to see the process of recycling old traffic signal lights into the models used for classroom presentations. Children can also visit the sign shop where traffic signs are constructed.

2. Lt. Col. T. J. Randall
   Department Superintendent
   Maryland State Police
   Pikesville, Maryland 21208

   Tour of STATE POLICE HEADQUARTERS. Trip introduces children to all phases of state police activities, including fingerprinting, teletypes, etc. Teacher must write a letter to the above address and state the following information:

   Date of Visit
   Hour you will arrive
   Number of children and companions

3. State Roads Maintenance Commission

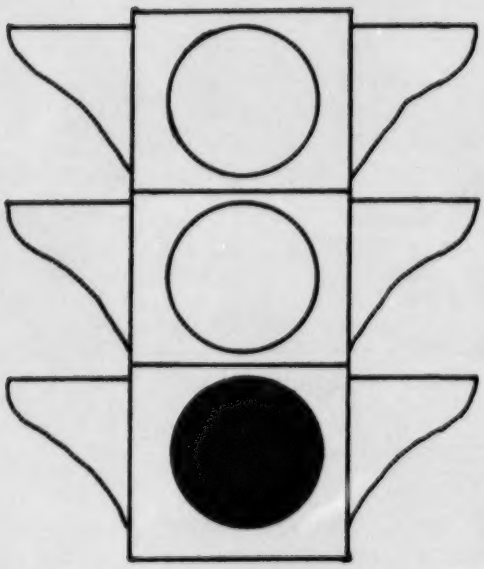
   Contact your local county resident maintenance engineer to arrange for a field trip to observe how the state roads maintenance cares for our streets, roads, highways, equipment, and traffic signal lights.

SPEAKERS AVAILABLE FOR PRESENTATIONS
Contact:

1. Mr. Norbert Nitch
   Assistant Commissioner for Signal Engineering
   Department of Transit and Traffic
   Baltimore City
   401 East Pratt Street
   Baltimore, Maryland 21202

2. Mr. Donald LaFond
   Coordinator, Pedestrian and Passenger Education
   Maryland State Department of Education
   ITI Building, McCormick Road and Schilling Circle
   Hunt Valley, Maryland 21030

BULLETIN BOARD



GO!

YOU ARE NOW

5th GRADERS

(5th can be substituted by any applicable grade number.)

131

CULMINATING ACTIVITIES

C1 Show and Tell. Have a show and tell period where the students bring in a picture, drawing, item, or an experience for the class that pertains to the area of traffic light safety.

C2 Disney Filmstrip. Show the filmstrip and record of "I'm No Fool as a Pedestrian," by Walt Disney. This can be dramatized. The prints may be introduced to the class to stimulate a discussion. Folders may be made to keep their safety work in to take home. A Mr. Cricket design might be used on the front cover. Walt Disney Educational Materials Co., 495 Route 17, Paramus, New Jersey 07652.

C3 Paper Bag Dramatization. At the end of the unit have the class make paper bag sign costumes. The children can color a sign on either the front or back. They may then use these to create various traffic situations with the intersection that has been marked with tape on the floor. The class can be divided into half; one half will be the signs and the other half will be cars and pedestrians.

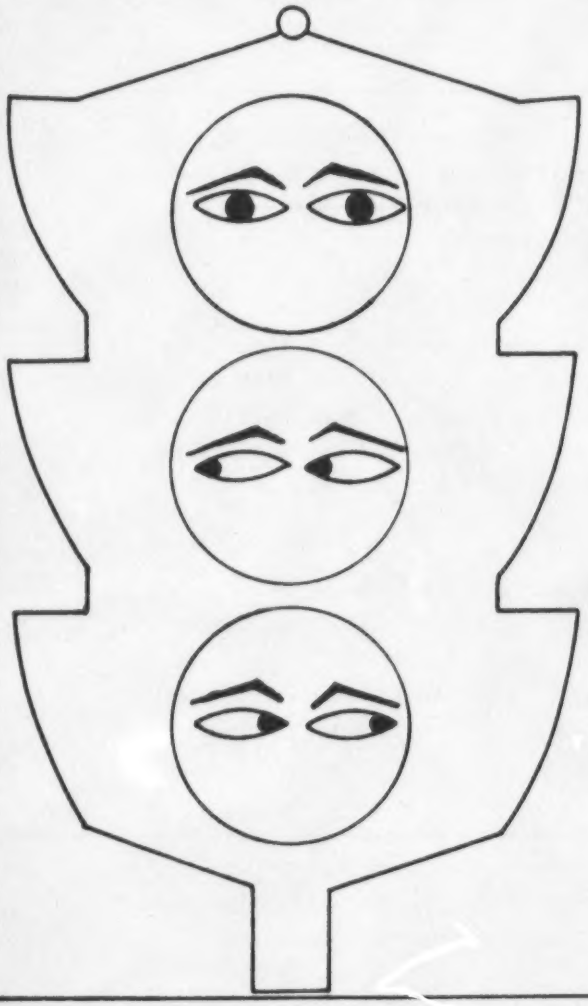
C4 Mobile. After the completion of the safety unit make a class mobile. Take two hangers and pull the bottom wire down to form a diamond shape. Put the two hangers together so that they intersect each other. The wires can be covered with a ribbon or left as is. Small scaled safety items may be made—school bus, safety boy, signal light, bicycle, stop sign, yield sign, etc.

C5 From the Workbench. Have the children make the different items that they have studied from scrap wood. They may wish to organize this into a small group activity and decide who will make what. When the work is completed, they may play with the items, such as car - pedestrian. If time allows, they might color the figures.

C6 Safety Spin. Color or paint the safety signs on a circular piece of tagboard or heavy cardboard. An arrow may be attached with a paper fastener. Divide the class into 2-4 teams. Each player will take a turn to spin the dial. He must then define the picture it points to. If he fails, he must to the back of the line and sit down. The team that has the most members standing will be the winning team.

C7 Riddle Game. These riddles may be read at the end of the unit to check the comprehension of the children and serve as a review.

C8 Teacher's Guide for the Safest Route to School Project by the American Automobile Association of Maryland. (Included inside back cover.)

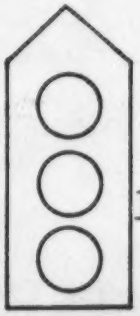


YOUR EYES ARE YOUR BEST TRAFFIC LIGHTS

OBEY THEM.

Transparency for Window

Trim the top corners of an 8-1/2" X 11" sheet of yellow construction paper so that it has the overall form of a signal light. Cut out three circles (vertically) the size of a signal light. Mount red, yellow, and green cellophane paper on the back, forming a signal light. Display these in the classroom windows or around the room.



Color and cut out one object that is red (apple, tomato, etc.).

Color and cut out one object that is yellow (sun, banana, etc.).

Color and cut out one object that is green (grass, car, etc.).

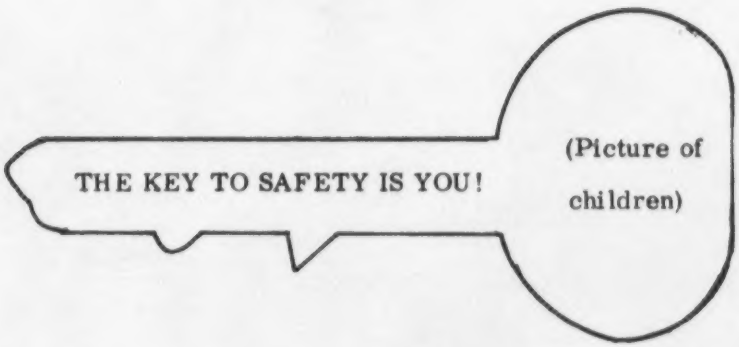
BULLETIN BOARD IDEAS
SAFETY THROUGH PERCEPTION

LEARN TO LISTEN

IT MAY SAVE YOUR LIFE!

TRAIN YOUR SENSES

TO WORK FOR YOU.



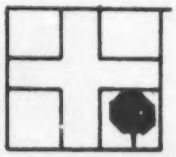
THINKING THINGS
THROUGH MEANS
A SAFER YOU. . .

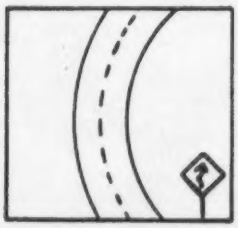
ARE YOU SEEING ALL

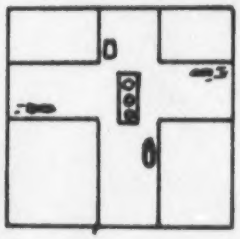
YOU CAN SEE?

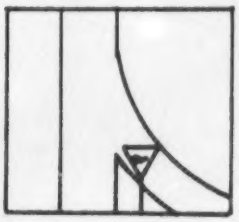
Diagrams that show examples of the above can be placed in the corresponding boxes. The teacher or children can select pictures and decide which pictures are appropriate for the individual sayings.

Means railroad crossing—
look, listen and slow down.
In case a train is approaching—Stop!









Use copies of the larger traffic signs pictured. Include a large picture of a signal light.

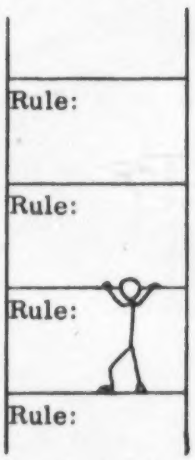
Display a series of traffic pictures and relate the story they illustrate; later place the pictures on a chalk ledge in nonsequential order. Ask questions: Which happened first? Next? After that? Have children then rearrange pictures in sequential order. These can then be placed on a bulletin board with a colored background that will blend in with the colors of the pictures.

Street Scene

Have the children collect various traffic scenes from magazines. These may be pasted together into a collage.

Find pictures of different traffic situations in newspapers or magazines. Specify the type of picture and post daily.

Climbing up the Safety Ladder



List rules.

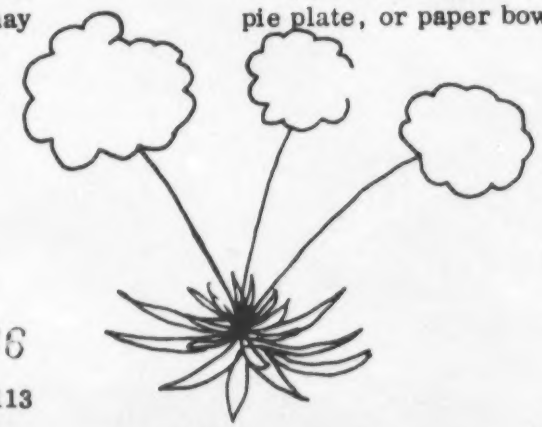
Examples:
1. Look to right and left before crossing.
2. Listen for on-coming vehicles.
3. Make sure the light is green.
4. Cross only at corners.

How far can you get? (List pedestrian rules.)

Looking into Safety

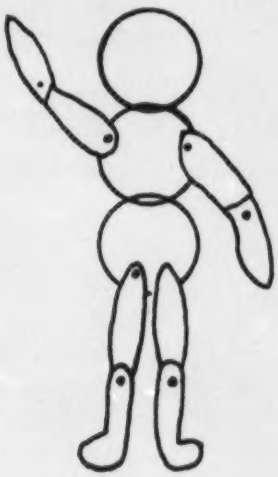
You may cut stems and leaves from construction paper and mount them on a bulletin board. Various items, as listed at the right, may be used for flowers. The children may bring safety pictures and mount them in the flowers.

Use large paper plate, doily, coffee filter, foil pie plate, or paper bowl.



Pedestrians

Make people on the move. Have the children make figures in sections and fasten them together with brass fasteners.



Let them experiment with placing the figures in various positions. These may then be placed on a bulletin board that has a background on it. The background could be a sidewalk or a city street. The title could be, "People We Meet." These could later be taken down and taken home. This lesson could also be expanded to include cars, trains, and boats. Show how these depend on wheels. Using a toy car with and without wheels, show the class the difference.

SUBJECT AREA CROSS REFERENCE

KEY: Gp - Group
Ind - Individual
TDA - Teacher Directed Activity

	TYPE OF ACTIVITY	PAGE NUMBER
ART		
1. Color recognition awards - cutting, shaping, color	Ind	78, 79
2. Color Recognition Booklet - color, cut, paste	Ind	62
3. Complete the picture -		
Waiting to cross the street Ditto S^{10a}	Ind	99
Walking to school Ditto S^{10b}	Ind	100
4. Drawing - signal light experiences into booklet	Ind	66
5. Individual Street Patterns - fold, draw	Gp, Ind	11
6. Matching pictures to illustrations	Ind	71
7. Model Intersection - paint, color, tape	Gp, Ind	38
8. Mural - sequence and time to accompany "Once Upon a Corner"	Gp, Ind	55
9. Patrol Boy Safety Belts - cut, crayon, staple, glue	Gp, Ind	98
10. Pre-cut sign making - pasting	Ind	71
11. Shoe Box Curb - color, paste	Ind	26
12. Sidewalk Scene with Moving Pedestrian - color, cut, construct	Gp, Ind	2
13. Street Scenes - cut, color, paste, position	Gp, Ind	2
14. Toothpick Pedestrians - folding, cut, color, paste, clay	Gp, Ind	25
15. Traffic Light Color Ditto B^{1} - color position	Ind	62,63

16. Traffic Light Construction - cut, color, paste, construct — TDA — 62

17. Traffic Light Construction - cut, color, fold, glue, staple, construct — TDA — 62

18. Vehicles in Street Pattern Strips - draw, cut, paste — Ind — 20

BLOCK CONSTRUCTION

1. Construction of a curb - concept of high and low — Gp — 25

2. Construction of a corner — Gp — 48

BULLETIN BOARD IDEAS — 108, 110-114

DRAMATIZATION

1. Role playing - Concept: Who gets the ticket? — Gp — 24

2. Role playing - Concept: Look for turning cars. — Gp — 61, 72

3. Role playing - Concept: Emergency vehicles have the right of way and policemen are to be obeyed. — Gp — 67

4. Role playing - Concept: Walk, Don't Walk signs become animate. — Gp — 72

5. Role playing - Traffic Safety Game in play form. — Gp — 93

6. Role playing - Used with taped intersection floor plan. — Gp — 86

FIELD TRIPS — 107

FILMS

1. The Little White Line That Cried - Illustrates the concept "Cross at Corners" — Gp — 28

2.	Otto Asks a Riddle - Illustrates the concept "Obey your Safety Patrol"	Gp	39
3.	The Secret of Pushbuttons - Illustrates the concept "Why the Pushbutton doesn't change Immediately"	Gp	72
4.	A Surprise for Otto - asks the question "Does the green light always mean go?"	Gp	79

FINGERPLAY

1.	Crossing the Street - Use of right and left	Gp, Ind	67
2.	The Crosswalk - Use of senses	Gp, Ind	27
3.	Mr. Sidewalk - use of right and left hand	Gp, Ind	1
4.	Three Signal Lights in a Row - use of fingers	Gp, Ind	60

LANGUAGE

1.	Classification - selecting the unrelated word	Ind	77
2.	Definitions - crosswalk explained in detail	TDA	27
3.	Discussion - "To Learn-To Remember" - Ditto S	Ind	28, 36
4.	Discussion - Identifying street, highway, alley - Ditto Z	TDA	46, 47
5.	Discussion - Review of the signal light	TDA	68
6.	Drawing conclusions - Ditto S[8c]	Gp, Ind	97
7.	Experience Chart - making judgments	TDA	3
8.	Experience Chart - recall and sequence to accompany "Once Upon a Corner"	TDA	55
9.	Experience Chart - creative thinking "If a Signal Light Didn't Work"	TDA	67
10.	Experience Chart - creative thinking - changes that may occur when crossing the street	TDA	68

11.	Introduction of how the signal light works	TDA	55
12.	Introductory questioning - sidewalk, corner, driveway, alley	TDA	1
13.	Introductory questioning - to be used with model signal light	TDA	55
14.	Irrelevant sentences - select from simple story	TDA	77, 78
15.	Responding in a complete sentence	Ind	9, 10

LITERATURE

1.	Read Aloud Story -"Be Alert in Bad Weather" Ditto E[1]	TDA	72-74
2.	Read Aloud Story -"Cross Only at Corners" Ditto R	TDA	34, 35
3.	Read Aloud Story -"Chip's Challenge"	TDA	104, 105
4.	Read Aloud Story -"Keep From Between Parked Cars"- Ditto Q	TDA	32, 33
5.	Read Aloud Story -"Joshua and the Traffic Light"	TDA	101-103
6.	Read Aloud Story -"Once Upon a Corner"- Ditto A[1]	TDA	55-57

MATH

1.	Matching numerals 1, 2, 3 - Ditto I[1]	Ind	79, 82
2.	Matching sets 1, 2, 3 - Ditto G[1]	Ind	79, 80
3.	Selecting correct numeral 1, 2, 3 - Ditto H[1]	Ind	79, 81
4.	Vehicle that is larger - Ditto K	Ind	21
5.	Vehicle that is larger - Ditto M	Ind	23
6.	Vehicle that is smaller - Ditto L	Ind	22

MUSIC

1. "Curb Song"(Mary Had a Little Lamb) dramatization	Gp, Ind	26
2. "Marching Up and Down"(This Old Man, Bridge Over the River Kwai)	Gp, Ind	26
3. "Safety First"(song) S^2	Gp	89
4. "Stop and Look"(song) S^3	Gp	90
5. "The Traffic Cop"(song) S^5	Gp	92
6. "The Traffic Policeman"(song) S^4	Gp	91
7. "Yellow Light, Green Light"(song) S^1	Gp	88

PEGBOARD ACTIVITY

Make an Intersection	Gp, Ind	38

PHYSICAL ACTIVITY

1. Balancing Board	Ind	59
2. Building a curb - stepping up and down	Gp, Ind	25
3. Changing Directions in Walking	Gp	65
4. Color Jump - jumping to color meaning	Ind	61
5. Directional Movements - right or left	Gp, Ind	4
6. Distance Judgment	Gp, Ind	94
7. Four Corner Tag - relay game	Gp	49
8. Giant Steps Game - following directions	Gp, Ind	4
9. Hop Scotch Game (directions page 5)	Gp	4
10. Jumping Rope Games	Gp	4
11. Locomotor Skills	Gp, Ind	4

12. Red Light-Green Light - directions	Gp	60
13. Red, Red, Green - circle race game	Gp	61
14. Simon Says -following directions	Gp	60
15. Simulated Sidewalk Experience (walking)	Gp	1
16. Stepping, marching, right and left orientation	Gp, Ind	4
17. Walking in taped crosswalk	Gp, Ind	27
18. Walking - up and down according to signal	Gp, Ind	59
19. What color is missing - circle game	Gp	58

POETRY

1. "Little Jack Horner"- Mother Goose Rhyme	TDA	48
2. "My Traffic Light"	TDA	66
3. "Stop Shines Red"	TDA	66

READING DEVELOPMENT ACTIVITIES

1. Auditory discrimination	Ind	2
2. Auditory memory skills - single directions	Ind	65
3. Auditory memory skills - multiple directions	Ind	65
4. Auditory recall	TDA	77, 78
5. Following directions - simple statements	Ind	61
6. Judgment - drawing conclusions - "What Would you do if?"	Ind	3
7. Kinesthetic Drawings - Templates - parallel lines and curves, slant, verticle, 90° angle, intersection, curve, compound curve	Gp, Ind	12-19
8. Listening skill - identifying auditory cues	Ind	48
9. Match the words - similarities	Ind	72

10.	Perception skill for distance judgment	Ind	94
11.	Perception skill - self concept	Ind	99, 100
12.	Perception skill - What is Missing	Ind	106
13.	Sequence Story - "Crossing the Street with Mother" Ditto S[8a]	Ind	95
14.	Sequence Story - "Reading the Traffic Light" Ditto S[8b]	Ind	96
15.	Sequence Story - "Using the Crosswalk" Ditto P	Ind	31
16.	Visual discrimination - color recognition - introducing eight basic colors	Gp, Ind	58
17.	Visual discrimination - color recognition- attaching meaning to color	Gp, Ind	59
18.	Visual discrimination - color recognition - color designates a specific action	Ind	59
19.	Visual discrimination - color recognition - "I Spy" - attaching meaning to color	Ind	60
20.	Visual discrimination - color recognition - Roll Call game	Ind	78
21.	Visual discrimination - color recognition - color point game	Ind	78
22.	Visual discrimination - placing footsteps in cross-walk Ditto N	Ind	29
23.	Visual discrimination - selecting unmarked cross-walk Ditto O	Ind	30
24.	Visual discrimination - distinguishing differences (whistles) Ditto T	Ind	39, 40
25.	Visual discrimination - distinguishing differences (school bus) Ditto U	Ind	39, 41
26.	Visual discrimination - distinguishing differences (school patrol boy) Ditto V	Ind	39, 42

27. Visual discrimination - distinguishing differences (traffic policeman) Ditto W	Ind	39, 43
28. Visual discrimination - distinguishing differences (crossing guards) Ditto X	Ind	39, 44
29. Visual discrimination - distinguishing differences (Intersection) Ditto Y	Ind	39, 45
30. Visual discrimination - distinguishing differences Ditto C[1]	Ind	68, 69
31. Visual discrimination - selecting similarities Ditto D[1]	Ind	68, 70
32. Visual discrimination - distinguishing differences Ditto F[1]	Ind	75, 76
33. Visual discrimination - distinguishing differences Ditto J[1]	Ind	79, 83
34. Visual discrimination - selecting larger hand Ditto K[1]	Ind	79, 84

RESOURCE PEOPLE - AVAILABLE PROGRAMS 107

SCIENCE

1. Discovering wheeled vehicles	Gp, Ind	24
2. Purposes of switches, levers, and buttons	TDA	75

TRAFFIC LIGHT SCHEMATIC FLOOR PLAN 52-54

145

VISUALS AND MEDIA

A. Hop Scotch Directions, pages 5-8.
B. Sidewalk Picture, page 10.
C. Template Pattern - Vertical Parallel Lines (Street), page 12.
D. Template Pattern - Single Slant Line, page 13.
E. Template Pattern - Vertical Block, page 14.
F. Template Pattern - 90^{o} Angle Block, page 15.
G. Template Pattern - Intersection Block, page 16.
H. Template Pattern - Parallel Curve Lines, page 17.
I. Template Pattern - Curve Block, page 18.
J. Template Pattern - Compound Curve Block, page 19.
K. Ditto Master or Overlay - Circle the Vehicle that is Larger, page 21.
L. Ditto Master or Overlay - Circle the Vehicle that is Smaller, page 22.
M. Ditto Master or Overlay - Select the Vehicle that is Larger, page 23.
N. Ditto Master or Overlay - Draw your Footsteps in the Crosswalk, page 29.
O. Ditto Master or Overlay - Select the Unmarked Crosswalk from Group of Marked Crosswalks, page 30.
P. Ditto Master or Overlay - Using a Crosswalk Sequence Story, page 31.
Q. Story - "Keep From Between Parked Cars," page 32, 33.
R. Story - "Cross Only at Corners," page 34, 35.
S. Ditto Master or Overlay - Language Development - Judgment Activity, page 36.
T. Ditto Master or Overlay - Select the Whistle that is Different, page 40.
U. Ditto Master or Overlay - Select the School Bus that is Different, page 41.
V. Ditto Master or Overlay - Select the Safety Patrol Boy that is Different, page 42.
W. Ditto Master or Overlay - Select the Traffic Policeman that is Different, page 43.
X. Ditto Master or Overlay - Select two School Crossing Guards that are Larger, page 44.
Y. Ditto Master or Overlay - Select Intersection Without Crosswalks or Traffic Lights, page 45.
Z. Ditto Master or Overlay - Alley and Driveway, page 47.
A_1. Story - "Once Upon a Corner," page 56, 57.
B_1. Ditto Master or Overlay - Traffic Light, page 63.
C_1. Ditto Master or Overlay - Select the Light that is Different, page 69.
D_1. Ditto Master or Overlay - Select the Signs that are the Same, page 70.
E_1. Story - "Be Alert in Bad Weather," page 73, 74.
F_1. Ditto Master or Overlay - Select the Light that is Different, page 76.
G_1. Ditto Master or Overlay - Math Sets—Draw a line to Match Sets, page 80.
H_1. Ditto Master or Overlay - Math—Circle the Correct Numeral 1, 2, 3, page 81.
I_1. Ditto Master or Overlay - Math—Matching Sets Numerals 1, 2, 3, page 82.
J_1. Ditto Master or Overlay - Circle the One that is Different, page 83.
K_1. Ditto Master or Overlay - Circle the Stop Hand that is Larger, page 84.
L_1. Ditto Master for Diagram for use with Signal Light, page 86.
M_1. Otto the Auto Series B - "Otto Asks a Riddle," page 39.
N_1. Otto the Auto Series D - "A Surprise for Otto," page 79.
O_1. Otto the Auto Series D - "The Secret of the Pushbuttons," page 72.
P_1. "The Little White Line that Cried," page 28.
Q_1. Ditto Master or Overlay - Completion of Missing Intersection, page 106.

BIBLIOGRAPHY

American Automobile Association. AAA Manual on Pedestrian Safety, American Automobile Association, 1712 G Street, N.W., Washington, D. C. 20006.

American Automobile Association. Older Adult Pedestrian Safety.

American Automobile Association. Pedestrian Control Through Legislation and Enforcement.

American Automobile Association. The Young Pedestrian.

Automotive Safety Foundation. Guide to a School Pedestrian Safety Program, 200 Ring Building, Washington, D. C. 20036.

Dawson, Barbara, "Keep Them Alive," School Safety, National Safety Council, (March-April 1968), pp. 4-6. Handbook page 55.

Economos, James P., "Traffic Courts as a Teaching Tool," School Safety, (March-April 1969), pp. 12-13. Handbook page 24.

Mann, James, "Teach the Concept," School Safety, (September-October 1966), pp. 4-5. Handbook page V.

National Education Association. The Expanding Role of School Patrols, 1201 16th Street, N.W., Washington, D. C. 20036.

National Safety Council. Accident Facts, published annually.

National Safety Council. "Color in Safety," School Safety, (January-February 1970), pp. 24-25. Handbook page 58.

National Safety Council. "Paul Learns to Cross with Care," School Safety, (January-February 1969), pp. 6, 7, 15. Handbook page 48.

National Safety Council, "Pedestrian Unit for the Teacher," School Safety, (January-February 1969), p. 25. Handbook page 59.

National Safety Council, "Pedestrian Unit Upper Elementary," School Safety, (February 1969), pp. 28-29. Handbook page 94.

National Safety Council. Policies and Practices for School Safety Patrols.

147

National Safety Council. "The Child Pedestrian," School Safety, (March-April 1970), pp. 4-6.

Safety Education, "Pedestrian Safety Data Sheet No. 10, Revised," Stock Number 429.04-10. Handbook page V.

School Safety, "Road Signs are your Signs of Life," (September-October 1968), pp. 24-25. Handbook page 50.

School Safety, "Signs of the Times," (September-October 1969), pp. 12-13. Handbook page 50.

Stack, Dr. Herbert J., "Why Teach Safety?", School Safety, (September-October 1965), pp. 6, 7, and 30. Handbook page V.

Statistical Bulletin, "Pedestrian Fatalities Continue to Increase," August 1969, pp. 6-7.

U. S. Department of Transportation, Federal Highway Administration, National Highway Safety Bureau. Highway Safety Program Manual, Volumn 14, 1720 K Street, N.W., Washington, D. C. 20006.

Woods, Margret S., "Let's Play it Safe," School Safety, National Safety Council, (January-February 1970), pp. 4-7. Handbook page V.

Yaksich, Sam, Jr., "Problem Parents," Safety Education, National Safety Council, (October 1962), Stock No. 429.30-171.

Zirbes, Laura, "How Shall We Teach Safety," School Safety, National Safety Council, (January-February 1969), pp. 4-5. Handbook page V.